

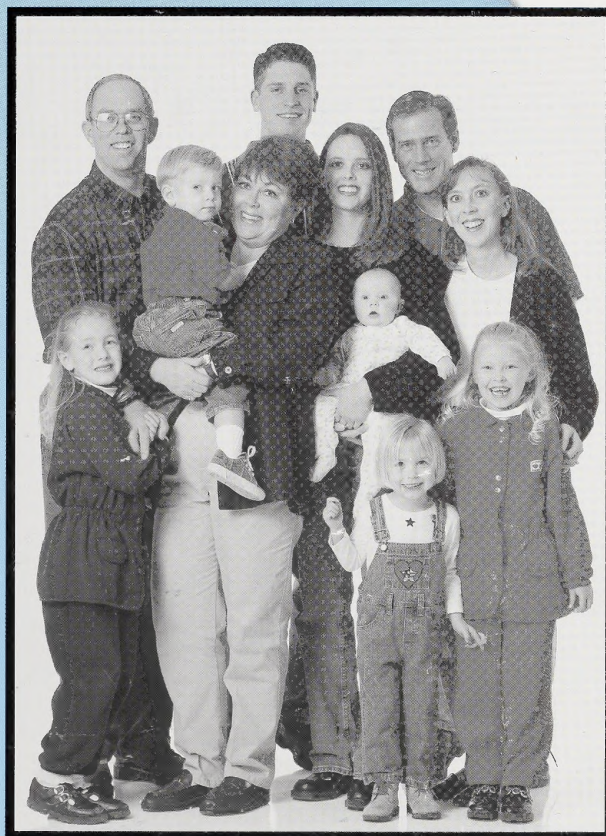
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Thematic Module 5A



Families, Yours and Mine



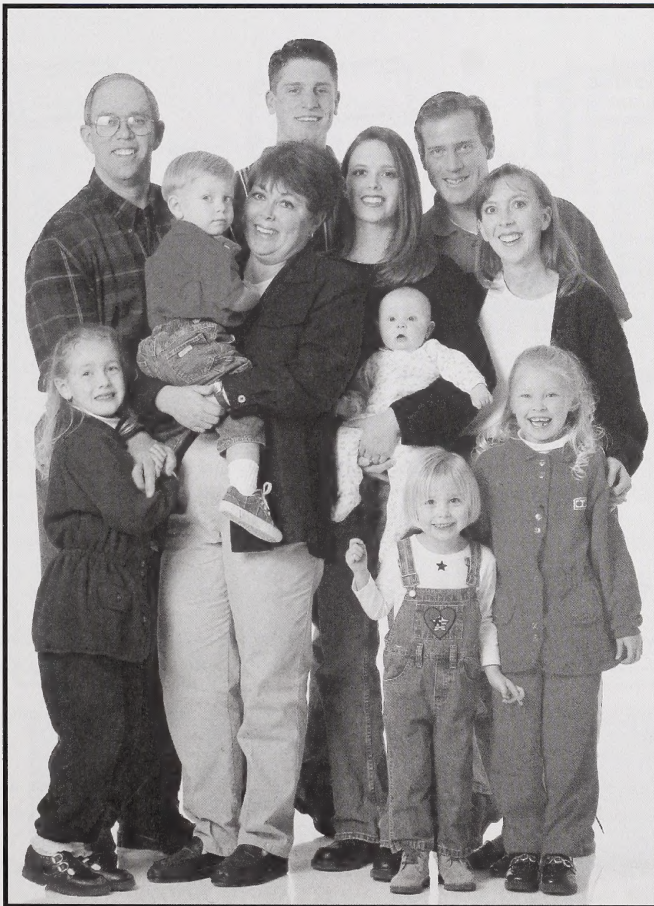
Learning
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Thematic Module 5A

Families, Yours and Mine

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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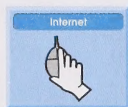
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Grade One Thematic
Module 5A: Family, Yours and Mine
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2342-7

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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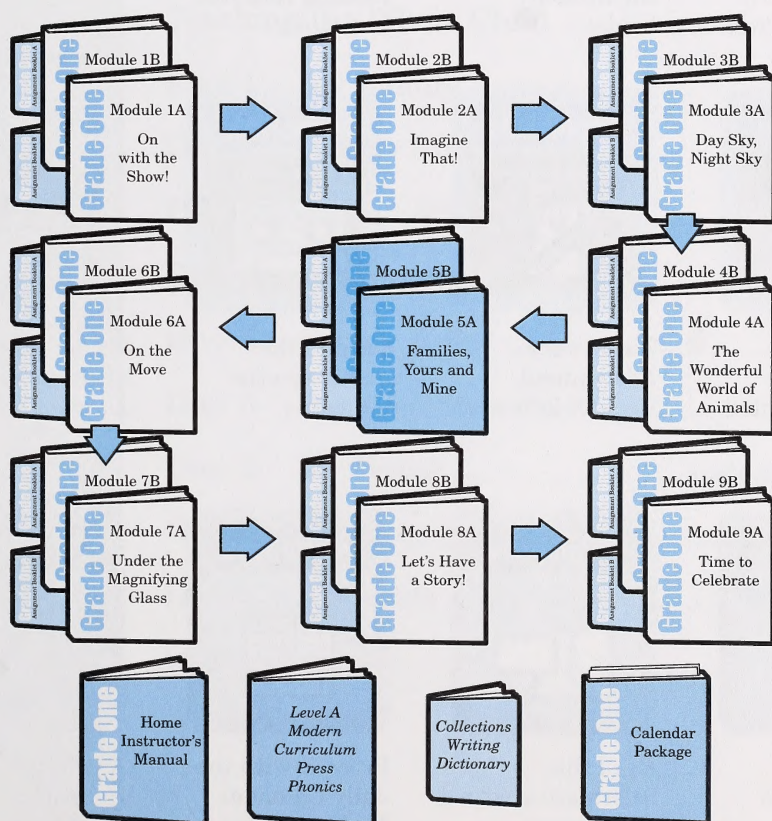
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Course Overview: Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

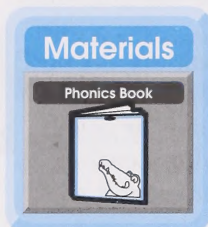
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



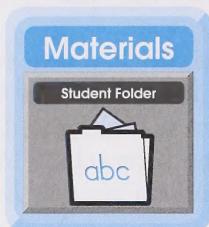
Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

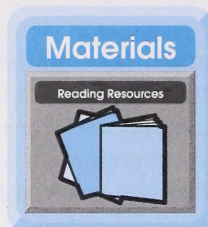
Icons: Materials



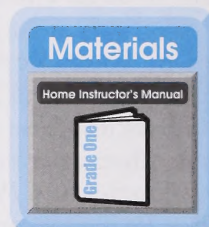
Turn to the
Level A: Modern Curriculum Press Phonics book.



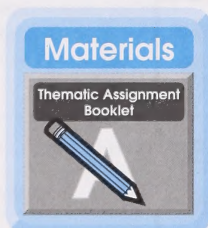
Place an item in the Student Folder.



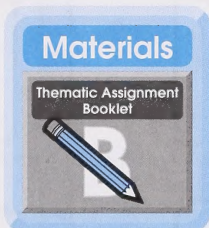
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



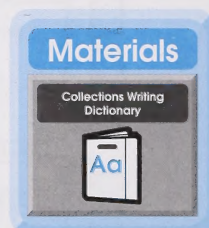
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

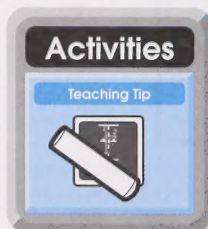


Turn to the audiocassette indicated.

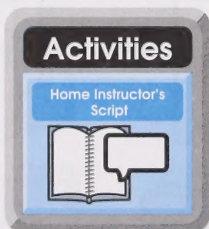


Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.

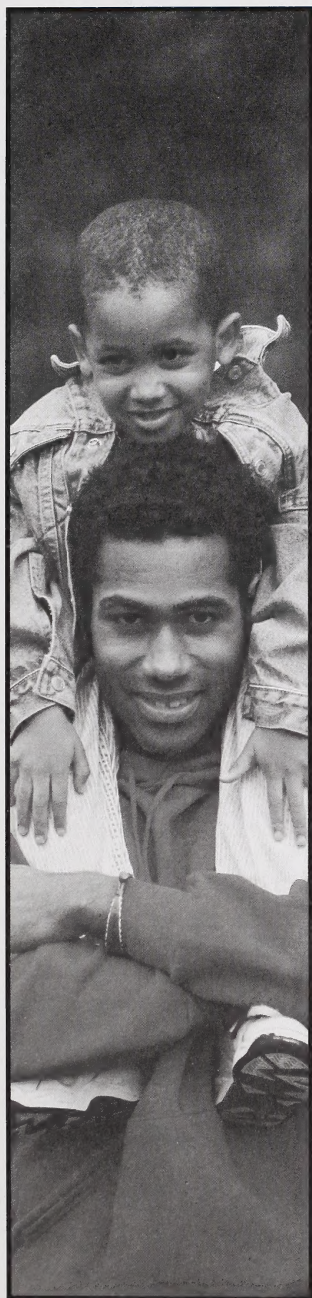


Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)

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Module 5 Overview

Families, Yours and Mine

Welcome to Families, Yours and Mine. Throughout this module, your student will be learning about the family unit. This study, with its social-studies emphasis, will include the following concepts:

- relationships
- roles and responsibilities
- similarities and differences between families
- changes that families encounter
- how families solve problems

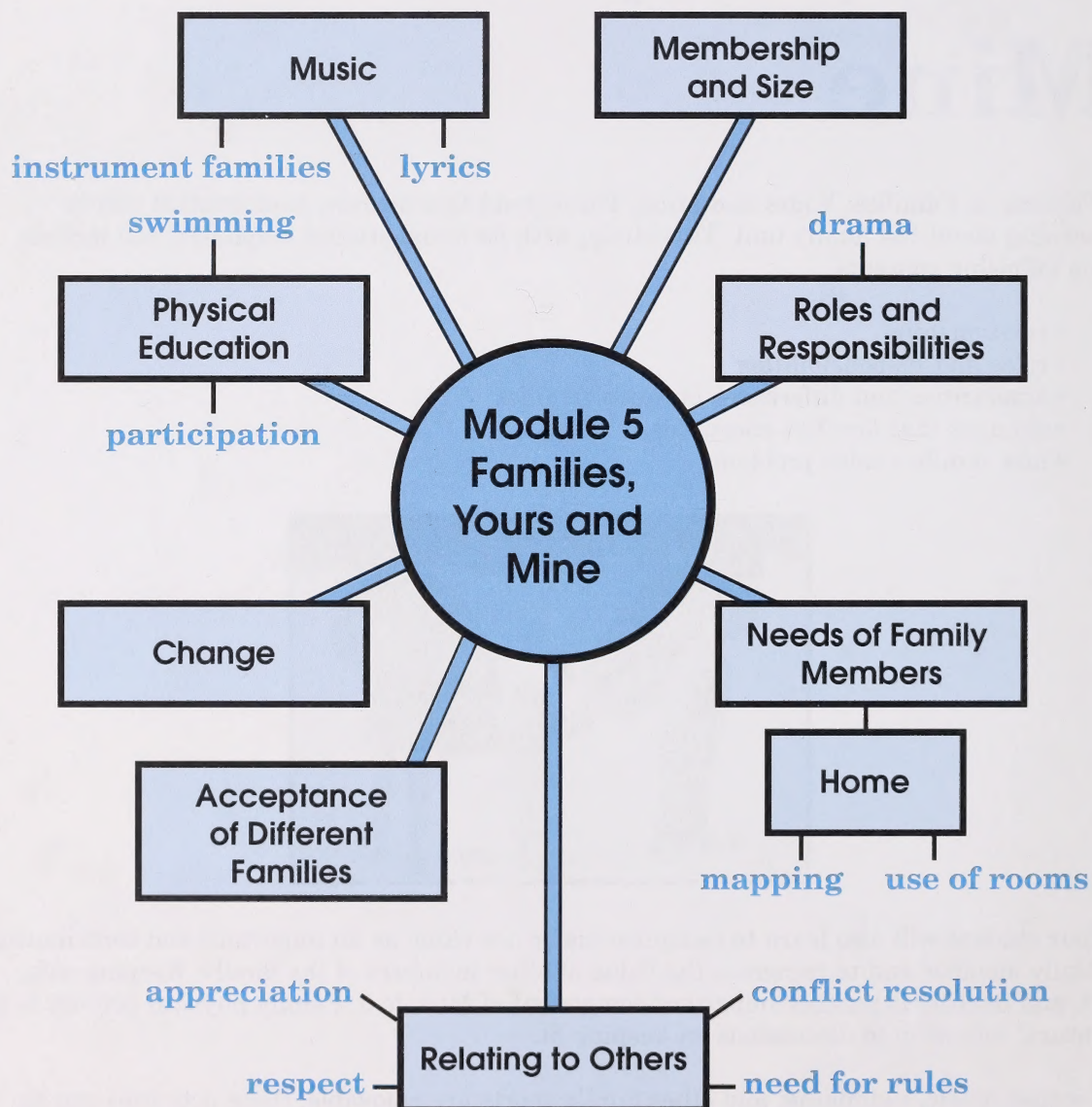


Your student will also learn to recognize his or her value as an important and contributing family member and to recognize the value of other members of the family. Keeping safe, fit, and healthy is another important component of Module 5. Family physical activity is a natural follow-up to discussions on keeping fit.

Because music, swimming, and other family sports are enjoyable, these activities can be part of a day off, a weekend, or an evening. Music, for example, could be done during Sharing Time later in the day. Most of all, be flexible and have fun!

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

Module 5: Families, Yours and Mine focuses on the roles and responsibilities of family members and stresses the importance of co-operating and sharing responsibilities. Your student will learn to recognize that he or she is an integral part of the family whose contributions are necessary and important. Appreciation for the contributions of others is also emphasized.

You will notice a concentration of concepts in social studies, health, music, art, and physical education. Since it is not possible to anticipate how far this module will take you, the skills and topics listed below are only an indication of the learning that will take place.

Language Arts Skills

- **Reading**—knowing that stories have beginnings, middles, and endings; predicting; constructing meaning by combining knowledge of letters, words, pictures, sentences, rhymes, and predictable patterns; researching using a variety of sources; using phonics knowledge and skills to read unfamiliar words in context; varying ways of reading a story (alone, in unison, taking turns, or readers' theatre); using book elements, like cover, title, and table of contents; recognizing fiction and non-fiction
- **Writing**—writing, representing, and telling brief narratives about his or her own experience; asking questions to get information; brainstorming and listing related ideas and information; creating web charts
- **Speaking**—sharing experiences related to text; participating in drama activities; reading expressively to convey meaning; expressing opinions and feelings; using appropriate volume; developing vocabulary
- **Listening/Viewing**—setting guidelines for good listening; researching using non-print sources; sharing experiences related to media text; listening to a variety of types of music
- **Printing**—practising letter formation, spacing, and alignment; reviewing formation of some letters; completing self-evaluation; setting goals for improvement
- **Phonics**—recognizing the “long o” sound made with a **silent e** or with letter combinations **oa** and **ow**; making generalizations about **silent e** and vowel combinations; recognizing the “long” and “short” vowel sounds; recognizing and using **r blends**
- **Spelling**—mastering the spelling of **he, she, we, be, me, and you**; demonstrating growing independence by using the *Collections Writing Dictionary*, charts, stories, known words, and constructed spelling

- **Word Recognition** (high-frequency words)—recognizing the words **first, him, her, my, its, has, more, into, over, would, could, other, another, why, which, get, well, went, just, and must**

Other Subject Skills

- **Social Studies**—knowing membership and size of family; planning and carrying out family activities; generating rules needed in the home; recognizing needs of family members; knowing the purpose of each area of the home; demonstrating mapping skills; using terms of relative location, such as **near** and **far**; being aware of changes within a family; showing satisfaction in one's role within the family; appreciating other family members
- **Science**—being aware of seasonal changes; developing skills of observation
- **Drama**—role-playing situations of co-operation and conflict resolution; expressing feelings and ideas through mime, readers' theatre, and dramatic play
- **Visual Arts**—using photography and drawing to document; forming patterns by repeating texture; recognizing patterns in nature; making a print with choice of print form; repeating texture to produce rhythm and balance
- **Music**—recognizing and listening to families of instruments; listening for environmental sounds; identifying and comparing sounds (musical and non-musical); understanding that music expresses emotion; recognizing sections of music, such as verse or chorus; understanding that words of a song convey meaning; singing in tune many rhythmic and melodic songs; singing accurately in unison; playing a steady beat using rhythm instruments
- **Health and Life Skills**—recognizing personal uniqueness and self-worth; recognizing and expressing emotions; participating in family activities; sharing; respecting privacy; respecting others; appreciating similarities and differences; practising home safety; knowing about two sets of teeth and mouth care; considering good nutritional habits; planning and carrying out activities that promote co-operation; practising problem solving, conflict resolution, goal setting, and self-evaluation; making a daily schedule using concepts of **before** and **after**; developing decision-making skills
- **Physical Education**—moving in response to music; participating in family physical activities; learning to swim

Technical Skills

- **Computer**—using the Internet to research

Note: Your child is not expected to master all of these concepts and skills at this time, but will **work toward mastery** throughout this module and the other modules in the program.

Module Materials

Books

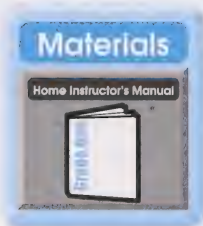
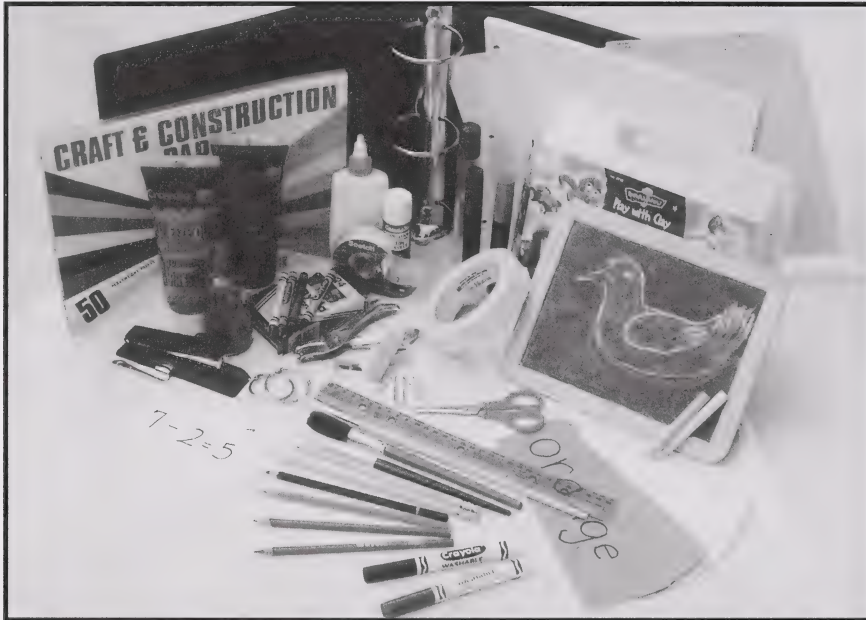
- Calendar Package
- *Collections Writing Dictionary*
- *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman
- *Level A: Modern Curriculum Press Phonics*
- *Slide In* (Nelson)
- *Swing In* (Nelson)
- *Zoom In* (Nelson)

Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)
- *Classics for Children* by Boston Pops Orchestra (optional compact disc)
- *The Orchestra* narrated by Peter Ustinov (audiocassette)
- *The Orchestra* narrated by Peter Ustinov (optional videocassette)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Home Instructor's Manual for further information on the Master List of Required Materials.

Student Folder

Materials

Student Folder



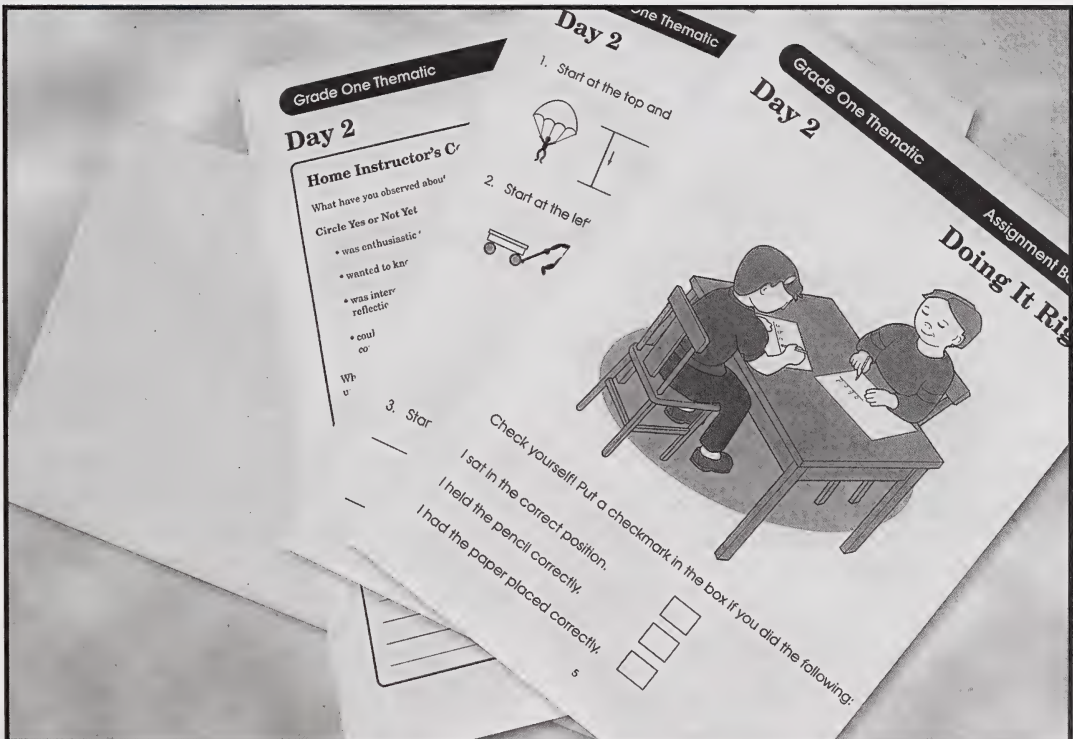
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

Materials

Home Instructor's Manual



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

Books

Art Concepts

The Picture That Mom Drew by Kathy Mallat and Bruce McMillan

Other Family Members

Aunt Nina, Goodnight by Franz Brandenburg

Grandpa Dan's Toboggan Ride by Suzan Reid

Jet Black Pickup Truck by Patricia Lakin
My Poppa Loves Old Movies by Libby Handy

Nana Upstairs and Nana Downstairs by Tomie dePaola

Our Granny by Margaret Wild

Shoes from Grandpa by Mem Fox

Something from Nothing by Phoebe Gilman

Through Grandpa's Eyes by Patricia MacLachlan

Visiting Granny by Kim Fernandes

The Weird Things in Nanna's House by Ann-Maree Mason

Families

Amelia Bedelia's Family Album by Peggy Parish

Big Sister and Little Sister by Charlotte Zolotow

Bread and Jam for Frances by Russell Hoban

I'll Fix Anthony by Judith Viorst

Jess Was the Brave One by Jean Little

Lots of Dads by Shelley Rotner and Sheila M. Kelly

Me Too! by Mercer Mayer

No, David! by David Shannon

Only at the Children's Table by Daria Baron-Hall

Owl Moon by Jane Yolen

The Pain and the Great One by Judy Blume

Whose Mouse Are You? by Robert Kraus

William's Doll by Charlotte Zolotow

Family Changes

A Baby Sister for Frances by Russell Hoban

Family Farm by Thomas Locker

Grandfather's Journey by Allen Say

Grandma's Scrapbook by Josephine Nobisso

Grandmother's Chair by Ann Herbert Scott

Grandpa Loved by Josephine Nobisso

Ira Says Goodbye by Bernard Waber

Martha's New Daddy by Danielle Steel

Moving Gives Me a Stomach Ache by Heather McKend

Moving House by Kate Petty

That's My Baby! by A. Wayne von Konigsloew

The Tenth Good Thing About Barney by Judith Viorst

The Terrible Thing That Happened at Our House by Marge Blaine
The Wednesday Surprise by Eve Bunting
Who's Going to Take Care of Me? by Michelle Magorian

Family Responsibilities

Christopher, Please Clean Up Your Room! by Itah Sadu
Piggy Book by Anthony Browne
Simon's Surprise by Ted Staunton

Family Rules

Boss for a Week by Libby Handy and Jack Newnham

Family Structure (Different Kinds of Families)

Adoption Is for Always by Linda W. Girard
All Kinds of Families by Susan S. Yem
Daddies by Adele A. Greenspun
Families by Meredith Tax
A Family for Jamie: An Adoption Story by Suzanne Bloom
Jessie's Island by Sheryl McFarlane
Mama One, Mama Two by Patricia MacLachlan
Mom and Dad Don't Live Together Anymore by Kathy Stinson
My Dad Takes Care of Me by Patricia Quinlan
My Mom Is So Unusual by Iris Loewen

Feelings

A Book of Hugs by David Ross
A Difficult Day by Eugenie Fernandes
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Feelings by Joanne Brisson Murphy
Franklin in the Dark by Paulette Bourgeois

Ira Sleeps Over by Bernard Waber
Love You Forever by Robert Munsch
Mama, Do You Love Me? by Barbara Joosse
The Runaway Bunny by Margaret Wise Brown
Tucking Mommy In by Morag Loh

Growing Up

Arthur's Loose Tooth by Lillian Hoban
Baby Dreams by Eugenie Fernandes
Franklin and the Tooth Fairy by Paulette Bourgeois
I'm Growing! by Alikì
I'm Too Small, You're Too Big by Judith Barrett
My Tooth Is About to Fall Out by Grace Maccarone
Old Enough by Peter Eyyindson
You'll Soon Grow into Them, Titch by Pat Hutchins

Homes

A Chair for My Mother by Vera B. Williams
In a People House by Theodore Le Sieg
Mama's Bed by Jo Ellen Bogart and Sylvie Daigneault
The Napping House by Audrey Wood

Self-Concept

Amazing Grace by Mary Hoffman
Chester's Way by Kevin Henkes
The Very Worst Monster by Pat Hutchins
You Be Me, I'll Be You by Pili Mandelbaum

Novels

Freckle Juice by Judy Blume
Little House in the Big Woods by Laura Ingalls Wilder
The Littles and the Lost Children by John Peterson

Poppy by Avi
Sarah, Plain and Tall by Patricia
MacLachlan

Poetry

My Family and Me by Phoebe Rankin and
Elizabeth Stenson

Audiocassette

Orchestranimals. Vlasta Van Kampen and
Irene C. Eugen Scholastic, 1989.

Videocassettes

Family Changes

Dad's House, Mom's House. 48 min.
National Film Board, 1985.

Finding Our Way 1, 41 min. National Film
Board, 1987.

Finding Our Way 2, 44 min. National Film
Board, 1986.

Finding Our Way 3, 42 min. National Film
Board, 1986.

Families Responsibilities

Young Viewers 2: I Can Help, Too. National
Geographic Society, 1993.

Family Structure

Families Are Different and Alike. 12 min.
Coronet, 1989.

Feelings

Our Feelings Affect Each Other. 13 min.
Alfred Higgins Productions, 1984.

Self-Confident Me: A Rainbow of Feelings.
15 min. Sun Burst, 1994.

The Most Important Person: Feelings. 12
min. Britanica Learning Materials, 1976.

"Picnic" by Emily Arnold McCully from
Max's Chocolate Chicken and Other Stories
for Young Children. Produced by Paul
Gagne. Weston, Ct: Children's Circle, a
division of Weston Woods, 1993.

Homes

3-2-1 Contact: Architecture: Homes. 30 min.
Alfred Higgins Productions, 1994.

Dig Hole, Build House. 30 min. Film West,
1995.

Music

The Orchestra. 40 min. Mark Rubin
Productions Inc., 1990.

Safety and Health

Goofy over Health. 11 min. Disney, 1991.

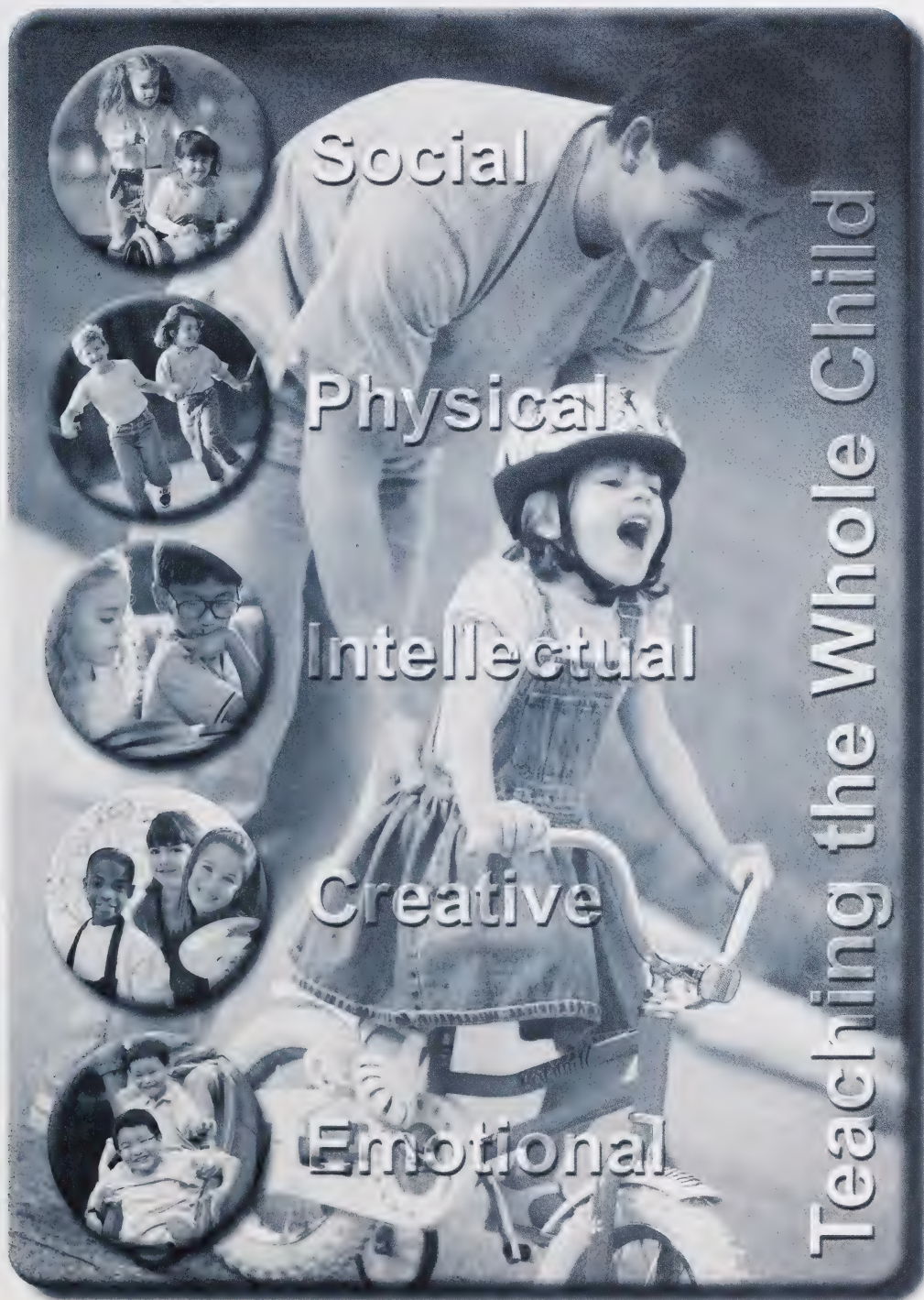
Kids Care Home Safety with Radar. 13
min. National Film Board, 1992.

Teeth

Goofy over Dental Health. 13 min. Disney,
1991.

*Health and Safety with Harv and Marv:
Tooth Truth with Harv and Marv*. 15 min.
Alfred Higgins Productions, 1990.

Teeth: The Better to Eat With. 15 min.
National Geographic Society, 1990.



Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

My Family

Today your student will define what a family is and identify the members of his or her family. You will also begin a Family Words chart, on which theme words found throughout the module will be listed.

Options are given during Music and Movement to allow flexibility for the scheduling of swimming lessons.

The reading selection introduces a family that is having a portrait taken. To follow up on the reading, your student will learn about photography and take photographs for a booklet about family members.

Writer's Workshop and Project Time have been combined to allow time to begin making a family booklet. Consequently, Math Time has been scheduled after the morning Reading activity.



This family has two members.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- current month's calendar
- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 201 and 202
- Thematic Assignment Booklet 5A
– Day 1: Printing
- “Family Picture” in *Zoom In*

Music and Movement

- “Why Did I Have to Have a Sister?”
from *10 Carrot Diamond*
audiocassette
- audiocassette player

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 1.

Project Time

My Family Booklet

- camera and film
- family photos
- Thematic Assignment Booklet 5A
– Day 1: Time for Photography

Let's Look Back

- Thematic Assignment Booklet 5A
– Day 1: Learning Log

Story Time

- mutually chosen reading material

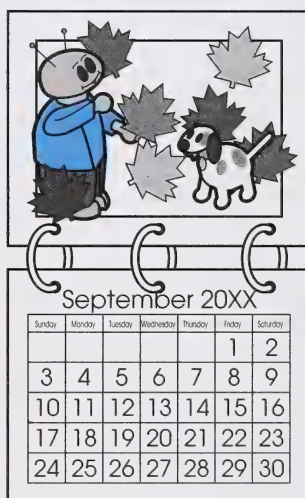


Calendar Time

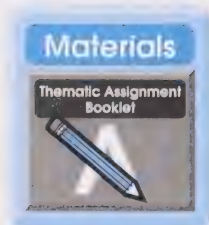
Time recommended: 10 minutes

If you are continuing with a calendar from a previous module, you may follow your usual Calendar Time routine. When you finish the calendar you are working on, follow the procedure to start a new month.

Take out a new calendar page and help your student fill in the name of the month and the numbers up to today's date. Your student could also draw a picture for the month. The topic for this month is families, so the student could draw a picture of your family. Another option is to draw a scene that reflects this month's season.



Focus for Today



The focus for today is on **written assignments and printing**. Keep the Learning Log from Thematic Assignment Booklet 5A handy for observing your student during the following activities:

- Day 1: Printing "Long o"
- My Family Booklet

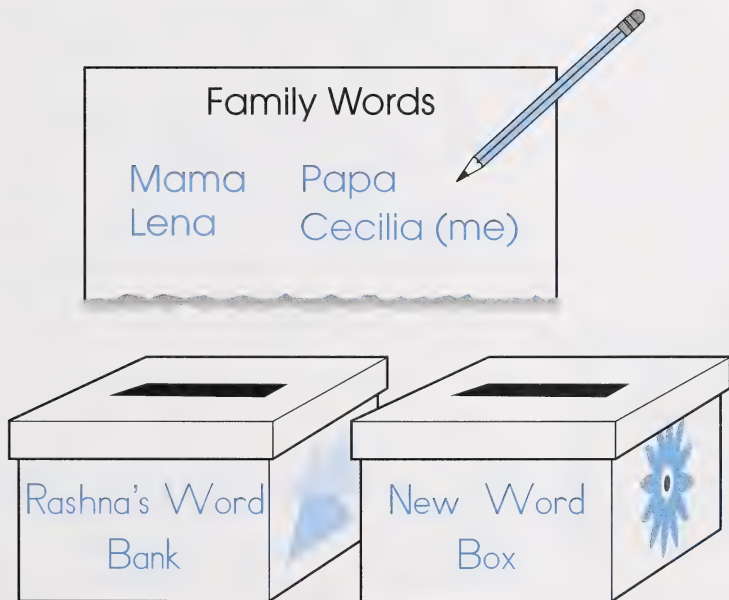
Language Arts

Time recommended: 35 minutes

Word Study

Throughout Module 5A the student will learn to recognize more words, particularly those related to the family theme. Take out a sheet of unlined loose-leaf paper to begin a chart, which will be posted for the duration of the module. After the module is completed, the chart may be placed in the chart binder for reference.

Print the title **Family Words** on the chart. Encourage and help your student to print the names of family members on the chart. Remind the child to begin each name with a capital letter.



Have your student brainstorm other family words, such as **brother**, **sister**, **aunt**, and **uncle**, to add to the chart. Decorate the chart if you wish and post it in a prominent place for the student to refer to during writing activities. Add words to your family chart throughout the rest of the module.

Don't resort to generic titles. Include the special names particular to your family, language, or culture. For instance your family might call your grandmother Baba, Oma, Didima, Granny, or Kookum.

Now, take out the New Word Box and the personal word bank. You will have removed the words from the previous module, but don't forget to review them occasionally, especially the high-frequency words on the coloured cards.

Review the title and the words on your Family Words chart. Have your student choose two of the chart words to learn. Print them on white index cards. If your student is interested and learns new words quickly, choose one more word.

Do some or all of the following activities to help your student learn the new words:

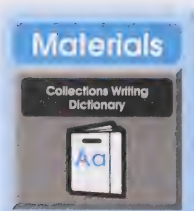
- Match the word card to the word on the Family Words chart.
- Look at the sounds, especially the beginning and ending sound.
- Notice the word parts by drawing lines under the word. For example, you could use

grand pa

to show syllables or brother to show letter combinations.



For additional suggestions, refer to the Word-Study Teaching Notes from the Appendix of the Home Instructor's Manual.



Put the words in the New Word Box. Later in the day, check to see if your student can still read the words without help. The cards may then be placed in the personal word bank. If the student does not know a word, it remains in the New Word Box.

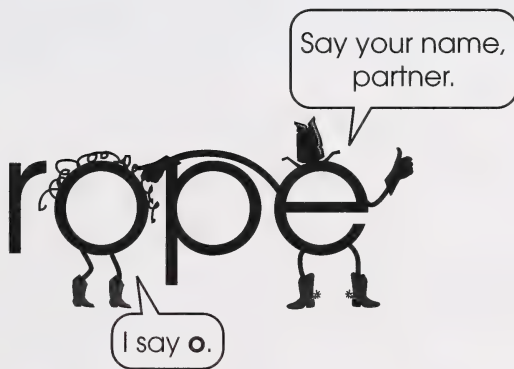
Have the student add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

Super e Words

At the end of Module 4, your student was working on the “long o” sound, where the **o** is saying its name, as in **rope**. You will continue to work on this sound for the next several lessons.

On a sheet of paper or a chalkboard, write several words with a “long o” sound and a silent or **super e** ending, such as **bone**, **nose**, **hole**, **joke**, **pole**, and **note**. Remind your student that the **super e** taps the vowel that comes before it and makes it say its name.



Ask the child to think of rhyming words that have a “long o” sound. Print new words by changing the beginning sound. Printing the vowels **o** and **e** in a different colour will help the student see the parts of the word that are being highlighted. Some examples are shown below.

nose
pose

hole
pole

rose
those

mole
role

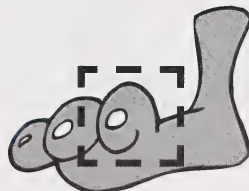
chose
sole

Sometimes it helps to draw an arrow over the word from the **e** to the vowel to remind the child of the **silent e**.

robe



toe



Activities

Teaching Tip:



Tapping the student on the head when the “long o” sound is spoken will also reinforce the **super e** rule.

Learning is reinforced when the method appeals to the student and when more than one modality is involved. The term **modality** means a path or method such as vision, hearing, or touch for taking in information.

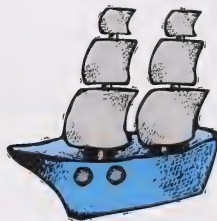
Today’s lesson on the **silent e** rule is reinforced in the following ways:

- visually with an arrow
- auditorily with the name **super e**
- kinesthetically by tapping lightly on the head

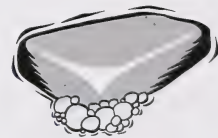
“Long o” Words with oa

Continue Phonics by giving examples of other times the “long o” sound will be heard, such as in words with the **oa** and **ow** letter combinations. First, write words with the **oa** combination.

boat



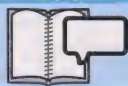
soap



Review the following rhyme with your student:

Activities

Home Instructor's Script



When two vowels go walking,
The first one usually does the talking
And it says its name.
The second one says nothing at all.

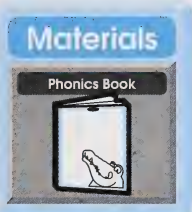
“Long o” Words with ow

If your child has not yet encountered the **ow** combination of letters, explain that it is called the “slow” sound and it often makes the “long o” sound, just as one hears in words with a **super e** or an **oa** letter combination.

slow
row
sow
mow



Remember, the key word and action for **ow** is **slow**.



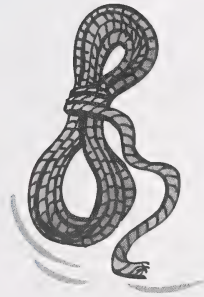
Turn to page 201 in *Level A: Modern Curriculum Press Phonics*. Read the directions together and have the student complete the activity. Mark the page after completion and have the student make any necessary corrections. Re-mark these changes with a different colour of pen.

Briefly review the combinations that make the “long o” sound before having your student complete page 202 in the phonics book. Use the same marking procedure as above.

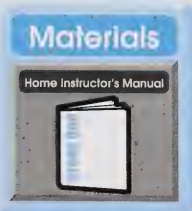
rope

coat

snow



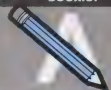
Have the student print the necessary submission information on the top of the phonics sheet before placing it in the Student Folder.



For today's printing activity, your student will print “long o” vowel words. Review Points for Printers from the Appendix of the Home Instructor's Manual and have a little fun doing finger exercises before you start.

Materials

Thematic Assignment
Booklet



Turn to Day 1: Printing “Long o” in Thematic Assignment Booklet 5A. Read the words with your student and remind him or her to start and finish the letters in the correct place—upstairs, main floor, or basement.

Continue to observe your student’s skills and attitude while completing the printing activity so that you will be able to comment in the Day 1: Learning Log.



Music and Movement

Time recommended: 15 minutes

Materials

Home Instructor’s Manual



As suggested in the Home Instructor’s Manual under Physical Education, your student may presently be enrolled in swimming lessons.

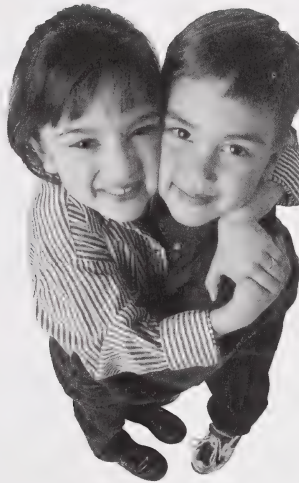
Consequently, certain days of the week are already scheduled for aquatic lessons. On such days, you may wish to turn Music and Movement into a short recess for your student.

For those not enrolled in swimming lessons, you could occasionally take the family for a swim at a nearby pool to complete the aquatics portion of the physical education curriculum. If swimming is not a workable option for your child or family, what else could your child or family do that would involve physical activity?

Taking a physical-activity break for your student's health during this time is recommended. Whenever possible, outdoor activities are recommended for fresh air, sunshine, and space to move around. Looking far away after doing close work also helps to rest the eyes. Enjoy!



Include in your day Charlotte Diamond's song "Why Did I Have to Have a Sister?" from the audiocassette *10 Carrot Diamond*. If the song is new to you, listen once or twice before joining in. You could print the verses on the chalkboard or on a sheet of paper so it is easier for your student to track the words.



Notice that the words in the song *beg* to be acted out through hand gestures, facial expressions, and tone of voice. Use this song to introduce words that deal with the form of music, **verse** and **chorus**.

The verses of "Why Did I Have to Have a Sister?" describe what can happen in a household that has siblings. The chorus is repeated as a general complaint. The words for the chorus can be sung to suit your family as shown on the next page.

verse: lyrics or lines of poetry that are grouped together

chorus: part of a song that is repeated at intervals

Why did I have to have a sister?
Why can't I be just alone?
Why did I have to have a sister?
I'd rather be just on my own.

Why did I have to have a brother?
Why can't I be just alone?
Why did I have to have a brother?
I'd rather be just on my own.¹



After you are finished listening, singing, and dramatizing the words, discuss the feelings that are mentioned in the song. Be sure your student understands that although brothers and sisters are lovable most of the time, there are times when they can be annoying.

Alternative Activity

If your student is an only child, consider troublesome times with friends, cousins, or even Mom or Dad, and talk about what it would feel like to have a family with more kids.

How do you think it feels to be the oldest (or middle, or youngest) child in the family?

¹Charlotte Diamond, "Why Did I Have to Have a Sister?" in *10 Carrot Diamond* (Port Moody: Hug Bug Music Inc., 1985). Reproduced by permission.

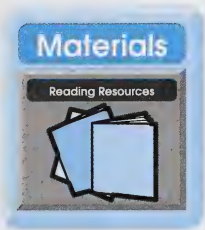
Language Arts

Time recommended: 60 minutes

Reading

Today's Reading activity leads into the following social studies objectives:

- understanding family membership
- realizing that each family member is important



Turn to the Table of Contents in the book *Zoom In*, and help your student locate the story "Family Picture." Ask which page the story is on and have the student find it. Before reading, ask your student some questions about what will happen in the story. These questions foster the child's ability to predict.

What do you think this story will be about?

Who do you see in the story?

Do you think they are a family?

Read the story aloud, being sure your student is reading along with you. Then ask the child to reread the story aloud on his or her own.



You may ask, "What is the best way to read a story with my beginning reader?" You might want to try shared reading and partner reading, two techniques that have been used successfully at different times.

In **shared reading**, the coach reads in unison with the child. The coach, or home instructor, sits a little behind the student so that the adult voice is heard clearly, but not loudly, in the ear. In this way the child *hears* and *sees* the words. The meaning of the story is more easily understood when the struggle to sound out each word is eliminated. Shared reading can be a confidence builder.

Day 1 • My Family

When the story is familiar or easy for the child to read, shared reading can be taken one step further. The child raises a hand to signal he or she can read this part by his or her self. The coach waits until help is needed before joining in again. This works well in stories that have a lot of repetition.

In **partner reading**, the partners take turns reading. The home instructor listens and helps when the reader falters. Partner reading, another confidence-building method, takes the tedium out of reading when the reader is not fluent. The coach becomes a model of good, expressive reading.



After reading the story “Family Picture,” discuss it using questions such as these:

Who are the people in this family?

Is this family like your family?

What did Ravi do in the story?

Why do you think he was doing that?

Why didn't they want to take the picture without Ravi?

How do you think the other family members were feeling about Ravi?

Why do you think the brother said, "Quick, take the picture!"

Did you see any words from the Family Words chart you began this morning?

Has your family had a photo portrait like this taken?



Does your student enjoy reading silently?

Have your student read a page from the story silently. Then ask a question about something on that page. Continue through the story in this way.

With good preparation, the student may choose to read this book without any help during Silent Reading this afternoon.

Math Time

Time recommended: 45 minutes

If your student is registered in the mathematics program that accompanies this thematic program, encourage work on mathematics each school day.

What a busy morning! It's time for lunch now.

What is your family having for lunch?

Who will be home for lunch?

Silent Reading

Time recommended: 5–10 minutes

During Silent Reading, you and your student will individually read books, magazines, or other materials of your choice. The child may look through several books during this time or read the same book more than once. It is important that you set an example for your student by showing that you read for enjoyment and interest.



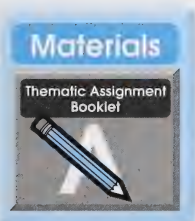
Project Time

Time recommended: 50 minutes

A Family Booklet

The next activity will be the construction of a family booklet with a sentence or two about each family member along with an accompanying photograph. The writing can be finished during the Language Arts period of Day 2 if more time is needed.

If possible, have your student take a photograph of each family member. If some family members are not at home, this could be finished later. Provide direction about how to operate the camera and carefully supervise as your student does this activity.



A checklist has been provided in Thematic Assignment Booklet 5A to help you teach the necessary photography skills.

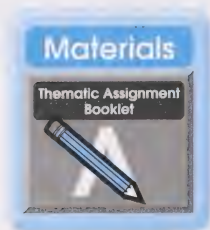


Photography is part of the art curriculum. Giving the child a chance to try this activity is a valuable experience in visual arts.

If the student is taking photographs, several days will be allowed to have the photos developed. Some activities for the booklet will be completed today. On Day 7 there will be time to finish gluing the photos into the booklet and binding the booklet.

Getting Ready to Shoot

View family photos from your own photograph albums. Notice how the photographer has usually centred the person, making sure that the person's face is in the photo.



Turn to Thematic Assignment Booklet 5A, Day 1: Time for Photography. Study the diagram and compare the main parts of the illustrated camera with your own, showing how each part is used. If your camera does not have automatic focus, help with the settings.

Using the Photography Checklist, prepare your student to take a photograph of each family member.

If all family members are not available now, schedule the photo shoot at a convenient time. Proceed to the next steps in making the family booklet.

Making the Booklet

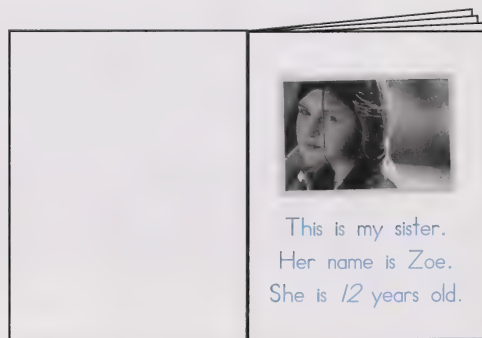
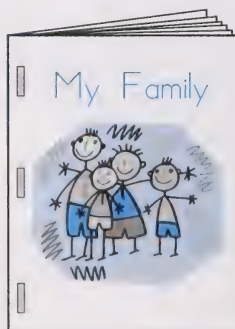
Using sturdy paper, prepare a cover for the booklet. The student will write **My Family** on the paper and either draw a picture of the family or leave space for a photo of the family.

Provide one page of heavy paper for each family member, including the student. Ask the student to print at least one sentence on each page about a family member. The Family Words chart completed this morning may be used for reference. Be sure to leave enough space for the photograph.

Remember to observe your student as he or she writes, for you will need this information for the Learning Log later today.



When the writing has been completed, save the finished pages in the Student Folder until Day 7, when the photos can be glued in place.



Alternative Activity

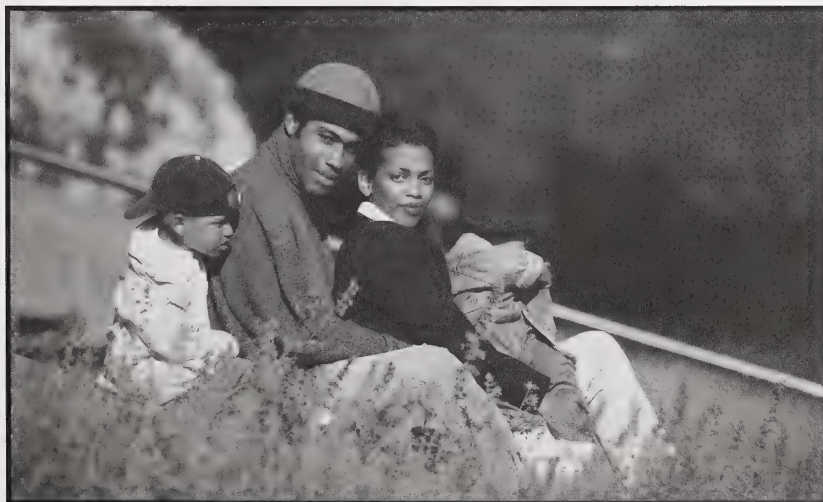
If it is not possible for the child to photograph family members, use photographs from your album or have the student draw pictures of family members.



Sharing Time

It is important that your student share personal work. It is also important for the family to show appreciation for the work.

This could be a good time to take the photograph of your family if everyone is available, or your student may want to share the story that was read during the Reading activity.



Let's Look Back

Time recommended: 10 minutes

It is meaningful for your student to express an opinion about the day's lessons. Provide time for the child to talk about how the day went and what activities were enjoyed most. You may be surprised at some of your student's observations.

You may use questions such as the ones that follow:

What did you enjoy today? Why?

What could have gone better?

What do you want to learn about families?



What position do you have in the family? Are you the first child? the second?

Did you ever feel like the singer in today's song "Why Did I Have to Have a Sister?"

Do you have a little sister (or brother or cousin) who is sometimes a pest?

Materials

Thematic Assignment Booklet



Can you think of some things to do when you get annoyed with someone in your family?

Turn to Thematic Assignment Booklet 5A, and complete Day 1: Learning Log.

Activities

Watching film



There are several good books that deal with the subject of siblings if you would like to extend this discussion at another time. *Me Too!* by Mercer Mayer and *The Pain and The Great One* by Judy Blume are two such books. Check the resource list for more suggestions.



Story Time

Time recommended: flexible

This is a time for you and your student to enjoy a new or favourite story together. You may choose to do this activity in the evening or at bedtime.

Do you have a favourite book about families? Refer to the list of additional resources near the beginning of this module for suggested books on this topic. You may also want to ask your local librarian for advice about suitable books.

After reading a family story, discuss how many children are in the family and how old they might be. How many adults are in the family? What role does each member play?

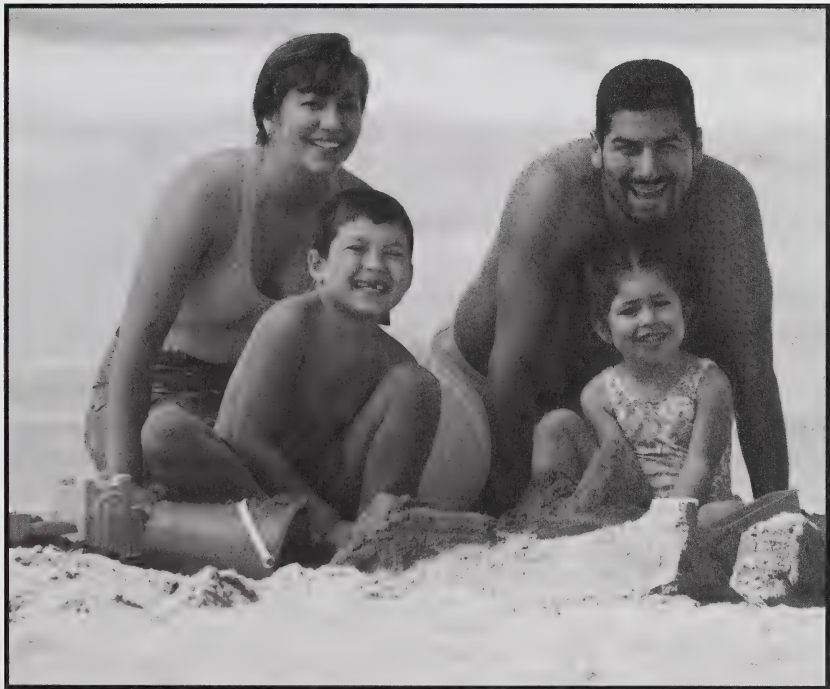
Reading aloud for pleasure not only provides your student with a good model, but also extends learning in many subject areas.



You have now completed your first day of Module 5A! You'll learn more about families in Day 2.

Family Fun

Today your student will compare your family to another family by creating a family comparison chart and making family membership graphs. The child will be thinking about activities that your family enjoys and helping to make some family plans. During Project Time, making stick puppets of family members will emphasize family membership and family interests.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- My Family booklet from Day 1 (if it is not complete)
- *Level A: Modern Curriculum Press Phonics*, pages 203 and 204
- Printing Practice notebook
- “But Granny Did!” in *Slide In*
- Thematic Assignment Booklet 5A – Day 2: Family Graphs

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 2.

Project Time

Project Choice 1: Family Portrait

- Thematic Assignment Booklet 5A – Day 2: Family Portrait Patterns
- cloth, coloured paper, or wallpaper scraps
- audiocassette recorder
- blank audiocassette for child’s report

Project Choice 2: Family Stick Puppets

- straws or craft sticks
- audiocassette recorder
- blank audiocassette for child’s report

Let’s Look Back

- Thematic Assignment Booklet 5A – Day 2: Learning Log

Story Time

- mutually chosen reading material

Activities**Calendar Time**

Calendar Time

Time recommended: 10 minutes

Proceed with Calendar Time activities. For further suggestions on Calendar Time, refer to the Calendar Package.

If the child is learning about months of the year now, look at each month and think about events or days that are important to your family. For example, you might consider birthdays, holidays, vacations, or other special events. Would your student like to mark some of the upcoming events on the calendar? Which special occasion will come next? How many months away is the child's birthday or a visit to see his or her grandparents?

Focus for Today

Materials

Thematic Assignment Booklet



The focus for today is on **speaking**, so your child will have a chance to read dialogue in a story with expression, and either record a report about his or her family portrait or record a puppet play about family activities. Preview the Day 2: Learning Log in Thematic Assignment Booklet 5A.

Language Arts

Time recommended: 35 minutes

Word Study

Take out the New Word Box and personal word bank. Two new words will be studied today, the high-frequency word **first** and another word chosen by the student that is related to the theme or that is of special interest. Begin by writing the word **first** on a coloured index card. Without saying the word, ask your student to read it to you. If the word is easily recognized, place it in the child's personal word bank.

Materials

Home Instructor's Manual



If more practice is needed, refer to Word-Study Teaching Notes from the Appendix of the Home Instructor's Manual.

You can also use any of the following suggestions:

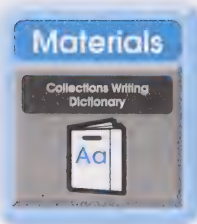
- Locate the word on a chart or in a story.
- Consider the beginning and ending sounds of the word.
- Underline the **ir** letter combination so the child knows the letters go together.

first

- Note in the Key Words and Actions Guide that the word **thirsty** is a key word for the **ir** letter combination.
- Explain that when a vowel is followed by the letter **r**, this **bossy r** takes over the vowel so that the **r** is heard more clearly than the vowel.

We will do the Word Study first today.

Print the second word, the child's chosen word, on a white index card. After today's word study, place the words in the correct box. If the child has mastered the words, they go in the personal word bank. Words that need further study go in the New Word Box.



Have the child write any new words in the *Collections Writing Dictionary*.

Phonics

Today is a review of the “long o” sound. Say each of the following words:

pot	robe
hose	shop
toe	mop
dot	bow

Have your student repeat each word and then tell you if it has a “short o” sound or a “long o” sound. Remind the child, as needed, that the “long” sound is the one that says the letter’s name.

Yesterday the “long o” vowel combinations were discussed and you did charts or chalkboard work with the **super e** ending and the **ow** letter combination. Today make a chart of **oa** words.

Referring to the Key Words and Actions Guide, you will find that the word **boat** represents the **oa** letter combination. Notice the kinesthetic action for **boat**.

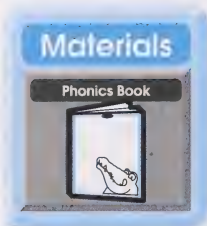
On the chalkboard or on a sheet of loose-leaf paper, print the word **boat** at the top of your first column. What else rhymes with **boat**? Begin a second column with the word **toad**. What rhymes with **toad**?

boat	toad
moat	road
coat	load
float	
goat	



Review the rule about two vowels going walking. See the Phonics activity in Day 1 of this module.

If it helps your student, you can underline the vowel combination in the words or print them in a different colour. Remind the student that the letter **a** will be silent in these words.



Turn to page 203 in *Level A: Modern Curriculum Press Phonics*. Follow the directions to complete the page. Be sure your student is saying the word out loud and showing the combination that is making the “long o” sound. Mark the activity and have your student make corrections. Re-mark the page using a different colour of pen. Page 204 should be completed independently.



When the pages are completed, place them in the Student Folder. Be sure that your student's full name and M5D2 is written on page 203.

Printing

Choose six of the words that contain the **oa** vowel combination to practise for printing today. These words can be printed in the Printing Practice notebook. Concentrate on correct formation of the letters, good spacing, and attention to the correct placement on the lines. It is not necessary to send in this assignment.



Music and Movement

Time recommended: 10–15 minutes

Learning about family relationships and having a healthy lifestyle are important aspects of Module 5A. Participating in physical activities as a family will foster both fitness and good relationships.

Brainstorm

What physical activities does your family enjoy? What physical activities might your family like to try? With your student, **brainstorm** as many sports or physical activities as possible in a limited time, say 5 minutes. Include ideas for the current season as well as for other seasons. In winter, for example, you could skate, ski, or toboggan. In summer, you could bicycle or play baseball or soccer.



Summer



Winter

brainstorm: to produce, in writing, an unedited list of ideas on a given topic

Judgment of each item is withheld at this time.

Later, when the family is together, share your brainstormed ideas with other family members and ask for theirs. Jointly choose a few suitable physical activities you could do during this module.

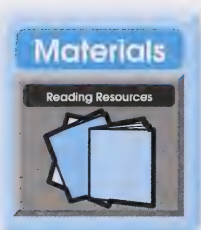
mime: to act using body movement and gesture without speaking

Mime a few sports from your list. Take turns acting out and guessing what the activity is. Make your miming as active as possible!

Language Arts

Time recommended: 60 minutes

Reading



Open the book *Slide In* to the Table of Contents. Ask the child to look carefully down the titles to find the story called “But Granny Did!”

Turn to the story and prepare the student for reading by asking questions such as the following:

Who do you think the characters in this story are?

Where are they going?

What kind of things do you think they will do at the fair?



Have you ever been to a fair?

Let the child look through the pictures before reading. Then read the story together the first time. If your student is a confident reader, let your voice fade to allow him or her to carry on alone. A prearranged signal can help a child gain confidence, for example, your student can tap you on the arm when he or she is ready to read alone.

Don't forget to read the speech balloons that occur in this story. If the child hasn't encountered speech balloons before, explain that they are used to show that someone is talking.



Here are some questions you may want to ask when you've finished reading:

Did something in this story surprise you?

Why do you think the children didn't want to try anything at the fair?

What do you call your grandmother?

Would your grandmother do things like the grandmother in the story?

Read the story a second time. This time have your student read the text and you read the speech balloons. Explain the importance of reading with expression. Demonstrate by reading a speech balloon in a dull voice and then with expression. Ask the child which way sounds more interesting.

Read the story once more. This time your student will read the speech balloons and you will read the text. Mention that you will be listening for expressive reading. An independent reader may wish to read both the text and the speech balloons.

Writer's Workshop

On Day 1, the student began working on a booklet called "My Family." If your student has not written a page about each family member, allow time for completion now. As needed, review the words on the Family Words chart so that your student can use them in the booklet.

Are there other words you would like to add to the chart today? The cards from the word boxes and the *Collections Writing Dictionary* should also be available as references.



If your student asks you how to spell a word that is on a chart or card, encourage thinking about where the word might be found. This clue will help the student become an independent writer and teach the use all the tools available.

If the My Family booklet is complete, ask the child to do a journal entry. Here are some topics to discuss:

What does your family enjoy doing together?

Do different family members enjoy different activities?

Can you think of a time you really had fun doing something with your family?

**Materials**

Student Folder



When the writing is finished, have the student read the journal entry aloud. If any changes are necessary, allow time for revisions. Put the student's full name and M5D2 on the paper and place it into the Student Folder.

Have you ever gone to a fair?

What do you like to eat there?

Are you hungry now?

It's time for lunch!

Silent Reading

Time recommended: 5–10 minutes

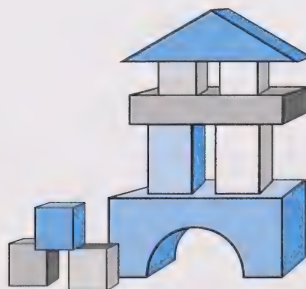
It is time to each choose a book or magazine to read. Encourage the child to share ideas and opinions about what has been read after you are finished reading. There may be more than one session of Silent Reading in your day.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 2.





Project Time

Time recommended: 45 minutes

Begin Project Time by making a family comparison chart to compare how families are similar and different.

Think of a neighbour's family or relative's family that can be compared to your family. Try to choose a family that has a different combination of members from your own.

Take out some paper for the chart and draw pictures of both families on the top of the paper. List the appropriate information under each family. You may do the writing for this chart as your student provides the information. When it is finished, talk about how the families are the same and how they are different.

 <p>Sammy's Family 6 people mother father 1 sister 1 baby brother 1 grandmother Sammy</p>	 <p>MacKenzie's Family dad stepmom brother MacKenzie</p>
--	---

Materials

Thematic Assignment
Booklet



Now use the Day 2: Family Graphs in Thematic Assignment Booklet 5A to compare the same families another way. Have the student colour in the correct number of squares in the rows and then discuss the differences and similarities.

Today's project will develop the student's skill in visual arts and speaking. Use this opportunity to draw attention to the family roles by naming who is a brother, sister, mother, and father. You will also be discussing what activities the family members like to do independently and as a family group. Observe your student's speaking skills during the report.

Project: Family Stick Puppets

Simple stick puppets will be used to report on activities your student's family does for recreation.

The activity will allow the child to cut, paste, and report. As your student manipulates the finished puppets, you will record the dialogue on audiocassette.



Directions

1. Help your student find magazine or catalogue pictures that resemble family members. You could also use extra or old photos, or your student could draw the pictures. The student then cuts the pictures out and glues them to Manila paper or construction paper. When the glue dries, cut out the pictures again.
2. The next step is to tape or glue a straw or a craft stick to the back of each figure.
3. As you work together, discuss what activities each family member enjoys and what the family likes to do together.
4. Plan and practise the report so it can be recorded. Have the child hold up each puppet and tell who it is and what that person enjoys doing. The puppet can even act out the activity. At the end, the child can hold up the entire family and tell about things the family enjoys doing together.

Materials

Audiocassette



When recording the report, ask your child to begin the recording by saying his or her name, “Day 2,” and “Family Stick Puppets.”

Materials

Student Folder



When the recording is complete, let the child listen to it to be sure it is the way he or she wants it to be. After presenting the puppets during Sharing Time, label the audiocassette and puppets with your student’s name and M5D2, and place them in the Student Folder.

Activities

Teaching Tip



When presenting with puppets, children are often less inhibited if they can remain out of sight. A small table turned on its side makes a fine puppet theatre. Remind the student that since he or she is behind something to speak louder. Set the tape recorder behind the “theatre” with the child for best recording quality or tape a practice session.

Sharing Time

Time recommended: flexible

Your student may present the recorded report and the family stick puppets to family members.

Encourage the family members to give constructive comments about the project.

If the family has not made plans for activities as outlined during Music and Movement today, you could take the opportunity to do this now.

Let's Look Back

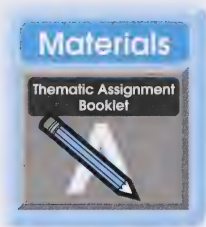
Time recommended: 10 minutes

As you talk about the day's activities together, you may want to ask some or all of the following questions in order to learn about your student's attitude, knowledge, and skills in speaking. Encourage the child to reflect on other things that have happened during the day.

What did you like about the story you read today?

Did you like trying to read with expression?

Is there anything else you'd like to tell your teacher today?



Turn to Thematic Assignment Booklet 5A Day 2: Learning Log, and fill in the checklist and comments.

Story Time

Time recommended: flexible

This is a time to read a story and to encourage discussion and questions about it.

You don't have to limit yourself to stories, however. You might read poems, nursery rhymes, a magazine, or a letter.

If your student is interested, you could start reading short novels. A chapter a night is usually a reasonable amount. Check the resource list for novels that may interest this age group. Your local librarian can suggest more.

Day 2 has ended!
Get ready to start Day 3.

Jobs in My Family

The topic today concerns family responsibilities and contributions. Family chores, the importance of love and support, and the ability to work together will be discussed.

Through role-play, stories, and family interviews, your student will learn about responsibilities and the importance of co-operation in families. A family-responsibilities questionnaire will be the writing activity. In Project Time, students can choose to work with crayon resist or modelling clay.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 5A
– Day 3: Spelling Pre-Test
- *Level A: Modern Curriculum Press Phonics*, pages 205 and 206
- Printing Practice notebook
- “Feed Speedy” in *Slide In*

Silent Reading

- books, magazines, or other reading material

Math Time

- See Mathematics Module 5, Day 3.

Project Time

Project Choice 1: Crayon Resist

- black or blue tempera paint thinned with water

Project Choice 2: Clay Models

- Thematic Assignment Booklet 5A
– Day 3: Modelling Clay Recipe
- flour, salt, water, cream of tartar, cooking oil, food colouring (optional)
- forks, toothpicks, table knife, other small kitchen utensils

Story Time

- mutually chosen reading material



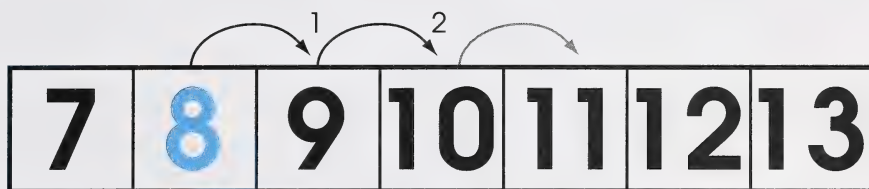
Calendar Time

Time recommended: 10 minutes

Follow the usual Calendar Time routines.

Choose at least one of the more challenging activities from the Calendar Time Teaching Notes found in the Calendar Package. For example, you could ask the student how many days it has been since the beginning of the month or an important family activity. How many days it is until the end of the month or an upcoming family activity?

It may be necessary for your child to touch each number on the calendar as the days are counted. Remind your student not to count the present day.



Focus for Today

Materials

Thematic Assignment
Booklet



The focus today is on **social attitudes and knowledge**. Note during the day how your student is progressing in this area.



Language Arts

Time recommended: 35 minutes

Spelling

Pre-test your student on the six spelling words for this module to determine if the words are already known or if instruction and practice is required. If the student accurately spells the words on the pre-test, it is not necessary to spend any more time on them. Further activities will be done on Day 5 with the words your child needs to study.

Materials

Thematic Assignment
Booklet



Begin the spelling pre-test by asking your student to turn in Thematic Assignment Booklet 5A to Day 3: Spelling Pre-Test.

Test your student on the following spelling words:

he	be
she	me
we	you

Use the following steps to pre-test the student's ability to spell the six words. Remember, do not let the student see the words first.

- Say the word.
- Say the word in a sentence.
- Repeat the word.
- Wait for the student to print the word on a line.

Enrichment (optional)

Your student might already know how to read and spell the words given in the pre-test. That's great! If this is the case, choose a few spelling words that suit the theme of this module or words that are of personal interest.

Phonics and Printing

You will be reviewing the “long o” vowel sound. Have the child say each word that follows and identify the vowel sound as either long or short.

hose

rot

oats

bow

not

soap

mop

rose

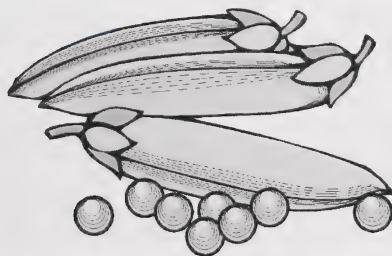
You might want to print out and post the “two vowels walking” rule.



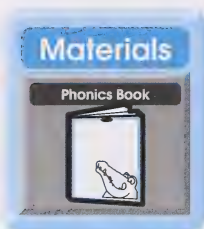
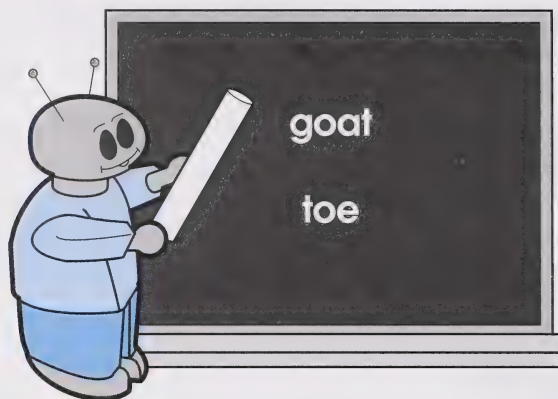
When two vowels go walking,
The first one usually does the talking
And it says its name.
The second one says nothing at all.

Put your student on the alert to find words that suit the “two vowels walking” rule. For example, here are the words for the chorus of an old singing game. Sing or chant the words and look for pairs of vowels walking together.

Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow.
Do you or I or anyone know
How oats, peas, beans, and barley grow?



Ask the child to think of some rhyming words for the following words.



Open *Level A: Modern Curriculum Press Phonics* to page 205. Explain the directions to your student and name any pictures that may be unfamiliar.

If the student finds this page difficult, try saying the word slowly and draw out the vowel sound. Ask if the **o** is saying its own name or saying “short o,” as in **pot**. Mark the page after completion. Have your student make any necessary corrections and then re-mark those items with a different colour of pen.



Then have the student turn to page 206 and find the words that rhyme with the picture. Again, mark the page to give your student immediate feedback.

The suggestion at the bottom of page 206 will provide more practice and challenge with “long o” sounds.



When the pages are complete, label them with the student's full name and M5D3 and place them in the Student Folder.

Ask your student to choose six “long o” words from page 206 for printing today. Assist the child with any areas in printing that are problematic. Refer to the Points for Printers chart as necessary.

The six words can be practised in the Printing Practice notebook. Have the student print each word two or three times on a line, leaving adequate space between them.

Music and Movement

Time recommended: 10–15 minutes

In Music and Movement on Day 2, your student had a chance to mime some activities. Today your student will mime family members doing their jobs while singing an adaptation of an old song. Let the student know what the plan is.

Do you remember when we acted out some fun family activities?

Today we are going to act out some family jobs and think about who does each job.



Day 3 • Jobs in My Family

Below you will find a list of some common family tasks. You can probably think of more that are unique to your family. Ask your student to think about who usually does each job in your family:

- sweep or vacuum the floors
- take out the garbage
- mow the lawn
- cook the meals
- tidy the toys
- feed the pets
- wash the clothes
- shop for food
- make the bed
- take care of the children

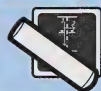


Use the tune from “Here We Go ’Round the Mulberry Bush,” a traditional nursery song, to sing and act out different jobs. If you don’t know the tune, the rhyme can be chanted.

**This is the way we sweep the floor,
sweep the floor, sweep the floor.
This is the way we sweep the floor,
so early in the morning.**



Substitute different actions and different times of the day. Let your student create personal verses after a couple of examples.

Activities**Teaching Tip**

It would be a good idea to set up a “Housekeeping Corner” or “House Play” area during this unit. This does not require elaborate equipment. A large overturned box makes a fine stove. A few old dishes, some dress-up clothes, and a doll or two is all you need.

Children learn a great deal about family life by role-playing. Research also suggests that dramatic play can contribute to children’s literacy and writing skills.

By adding a few props like pens, pencils, notepads for grocery lists, store flyers, a play telephone, an old phone book (or one made by the child with important numbers in it), you create more learning opportunities.

Change this corner to a restaurant with the addition of some child-made menus and a notepad for taking orders—or a doctor’s office, grocery store, or any other place that interests your child. To encourage literacy and writing, try to include theme-related reading and writing materials.

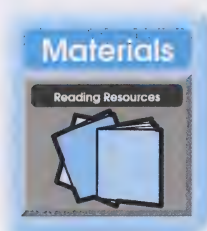
**Alternative Activity**

As mentioned in this module’s overview, you may have changed your schedule to accommodate other aspects of the program, such as swimming lessons.

Language Arts

Time recommended: 35 minutes

Reading



Take out the anthology *Slide In*. Turn to the Table of Contents to find the story “Feed Speedy.” Ask which page the story is on and have the student find it.

In preparation for the story and to help make the vocabulary familiar, ask questions like the following:

Look at the picture. What is on the table?

Do you see any words from the Family Words chart in the note?

Now let’s read the title and the note.

Look at the other pictures. What do you think is happening?

Read the story together. Supply your student with only as much help as necessary. Encourage independent and skilled students to read through the whole story aloud.

Read the story a second time. This time, ask your student to read each page silently. Remind the child that this means saying the words in his or her head. If this is too difficult, have your student read quietly. After each page, ask a question that can be answered by the text on that page. For example,

Who left the note on the table? (page 50)

What is the girl’s name? (page 51)

What did Jean say to Speedy? (page 52)

What did Pete see when he came home?
(page 53)

As you are going through these pages one at a time, direct the child's attention to the "long o" words **home** and **note**.

Focus attention on the fact that **home** is a long vowel word and that the **super e** is making the **o** say its name. Repeat this process with the word **note**.



Sometimes it is useful to ask a child to **frame** a difficult word in a story by placing the left forefinger before the word and the right forefinger after the word. This procedure isolates a difficult word to allow the use of word-attack strategies.



When your student has finished reading the story, discuss it using questions such as the following:

What happened in the story?

Why did everyone feed Speedy?

How do you think this family could make sure that it doesn't happen again?

What happens at your house if a family member can't do his or her job?

Day 3 • Jobs in My Family

Invite the child to make personal comments about the story. This type of discussion is important for developing critical-thinking skills.

What are some of the ways family members help each other?



Writer's Workshop

Discuss the meaning of the word **responsibility**. It's something like a job or chore that a person has to do, a duty which he or she takes care of.

In a family, many jobs must be done and someone has to be responsible for each of them. A roster can help get everyone organized!

A starter list of common household jobs was provided during today's Music and Movement. Brainstorm and record jobs that have to be done in your family. Make a chart to record your ideas on a blank sheet of loose-leaf paper. The chart will have two columns, **Jobs** and **Person(s) Responsible**. Use more pages as required.

Job	Person(s) Responsible
- make bed	
- take out garbage	

Later, during Sharing Time, have the family review the chart and add any additional chores. At that time, you and your student will lead the discussion and write down who does each chore.



Your student's job for Writer's Workshop is to make up questions to find out which responsibilities each family member has.

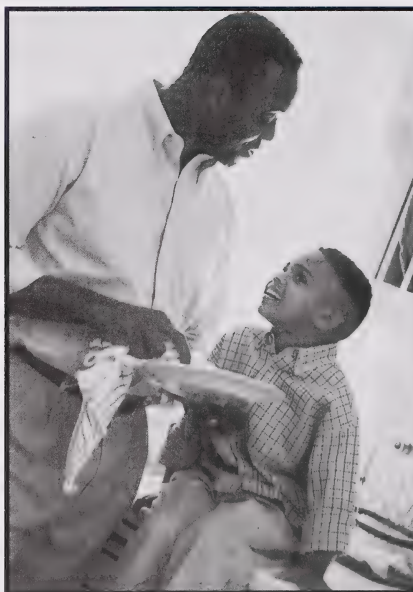
The student should think of how to word the questions and whom to ask. Be sure to make it clear in the question which family member is being asked.

You may wish to write a pattern sentence as a model. Choose a sentence pattern that is appropriate for the level of your student. A child that has difficulty printing could choose a shorter version or print one or two questions and you can complete the remainder. Following are some examples:

Mom, what are your responsibilities at home?

_____, what jobs do you do in the family?

_____, what jobs do you do?



On a blank or lined piece of paper, ask the student to print a question for each family member. Review any of the writing tips below that are necessary:

- Begin each sentence with a capital letter.
- End questions with a question mark.
- Be sure names have capital letters.
- Print carefully and neatly.

Activities

Teaching Tip



Your student may be able to communicate ideas more easily through drawing than writing at this point.

As the primary years progress, children generally rely more on writing and less on drawing to convey a message.

Encourage the child to communicate through drawings for as long as it is necessary.

**This is a good
time to have lunch.**

Who is going to make lunch today?

Silent Reading

Time recommended: 5–10 minutes

Each of you may choose a book or magazine and appreciate the quiet time!



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 3.

Project Time

Time recommended: 50 minutes

Your student will represent and record family concepts visually or three-dimensionally in the project choices today.

The projects will allow your child to depict some of the ways families co-operate to get the household jobs done.



Project Choice 1: Crayon Resist

1. On a white sheet of paper, have the child draw a picture of family members working together on a job or chore.
2. Next, the family members can be coloured in wax crayon, making sure all the spaces are filled in and coloured with lots of crayon. Encourage the child to press hard to get a good covering of wax.
3. When the drawing and colouring have been completed, mix some blue or black tempera paint with water to make a thin **wash**. Use blue for a daytime activity and black for a nighttime activity.
4. Your student can apply one coat of paint over the entire picture. The paint is brushed quickly over the picture in single sweeps.

wash: the process of covering background areas with watercolour paint

Only a small amount of paint should be applied, not a thick coat. The crayon will “resist” the paint and your student will end up with an interesting background for his or her drawing.

When the picture is dry, print a few sentences on the back of the page as the student explains the picture.

Materials

Student Folder



Label the project with the necessary information before displaying it or placing it in the Student Folder.

Project Choice 2: Clay Models

Materials

Thematic Assignment Booklet



Prepare modelling clay following the Modelling Clay Recipe in the Home Instructor's Manual. Have the child read the recipe and measure the ingredients with you. Since the recipe calls for boiling water, you will have to do the mixing.

Store-bought modelling clay may be used instead of the homemade modelling clay, if you prefer.

Review what your student has learned today about family jobs. Use the clay to make models of family members working. For example, if a family member's job is to feed the pets, that family member could be modelled with a pet and a bowl. The student should think about the tools the person will need and model them as well.

Keep the shapes simple to prevent frustration since small parts fall off easily. A cylinder with a ball for a head adequately represents a person. Details and texture can be added with a toothpick, a fork, or another kitchen utensil. As well, try pinching and rolling the clay to create shapes.



Ask your student to tell you about the figures when they are complete. The homemade clay will air dry if the student wants to keep the figures, but small pieces do sometimes break off. If this happens, reattach the broken pieces with white glue when dry.

Materials

Thematic Assignment
Booklet



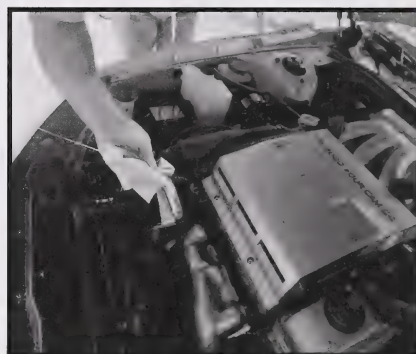
Comment about this project choice in today's Learning Log.

Sharing Time

Time recommended: flexible

Your student can ask family members the questions prepared during Writer's Workshop and you can record the answers in complete sentences. Then read them together. If family members are unavailable, postpone the activity in order to include as many participants as possible.

Add any other chores mentioned in discussion to the chart. Write down a family member's name beside each job. You will use this information on Day 4 for another writing project.



Materials

Student Folder



Print the student's full name and M5D3 on the back of the questions-and-answers page and the chart. Place the pages in the Student Folder.

Your child may also share the crayon resist or clay models with family members. Perhaps other family members have projects to share as well.

Enrichment (optional)

Your family discussion can be recorded on a blank audiocassette or videocassette for future reference.

Materials

Audiocassette



Let's Look Back

Time recommended: 10 minutes

As you talk about the day's activities, ask some or all of the following questions in order to reflect and learn more about your student's understanding of the day's objectives.

Do you like learning about families?

Can you tell me who is in our family?

What are some responsibilities of family members?

Can you tell me some ways our family is the same as _____'s family?

What activity did you enjoy today?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5A to Day 3: Learning Log. Complete the checklist and comments sections as indicated.



Story Time

Time recommended: flexible

Materials

Reading Resources



There are many excellent picture books that deal with family responsibilities and the necessity for co-operation, such as *Christopher, Please Clean Your Room!* by Itah Sader, *Piggy Book* by Anthony Browne, and *The Terrible Thing That Happened at Our House* by Marge Blaine. Check Additional Resources for more material on this topic or ask your librarian.



You've completed Day 3!
Tomorrow we will be talking more
about family responsibilities and
how families can co-operate and
care for each other.

Sharing and Caring

Today's topic deals with how family members help each other and co-operate, not only to get work done around the home but also to provide a supportive environment for each other.

The story "Boots" illustrates how an older sibling helps a younger one. Your student will role-play a few family scenarios today to extend social studies learning.



During Writer's Workshop and Project Time, a shoe-box filmstrip will be made to illustrate family responsibilities.

The song "Love Me for Who I Am" will be introduced during Music and Movement. Since the lyrics of this song are well-suited to today's topic, you are advised to make a chart of the words so that your student can follow the text easily. The format of Sharing Time will be changed today to allow time for role-plays about family issues.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Family Words chart from Day 1
- *Level A: Modern Curriculum Press Phonics*, pages 207 and 208
- “Boots” from *Slide In*

Music and Movement

- “Love Me for Who I Am” from audiocassette *10 Carrot Diamond*
- audiocassette player

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 4.

Project Time

- roll paper or unlined paper taped together
- shoe box or other small box
- poster paint
- stickers, buttons, other recyclable materials (optional)

Let's Look Back

- Thematic Assignment Booklet 5A – Day 4: Learning Log

Story Time

- mutually chosen reading material



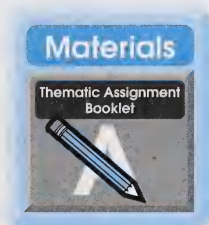
Calendar Time

Time recommended: 10 minutes

Follow the usual Calendar Time routine.

Choose a challenging activity from the Calendar Time Teaching Notes, found in the Calendar Package.

Focus for Today



The focus today is on your student's **developing reading skills**. You will be observing your student's attitude and reading skills during Reading and Journal Writing.

Take a few minutes to preview the Learning Log questions in Thematic Assignment Booklet 5A.



Language Arts

Time recommended: 35 minutes

Word Study



Today you have two high-frequency words to study, **him** and **her**. Print the two words on coloured index cards and present them to your student.

him

her

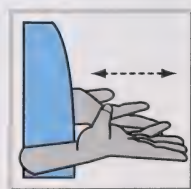
If your student does not recognize the words by sight, spend some time analysing the words. You may wish to do this on a piece of paper or on the chalkboard.

The word **him** is a phonetically regular word. Provide a reminder about the “short i” sound, if necessary, and have your child sound out the word.

The word **her** has the **er** or “r controlled” vowel sound combination. The key word for **er** is **serve**. To make the key action, turn flat hands palms up. Then move the hands back and forth alternately to depict serving food.

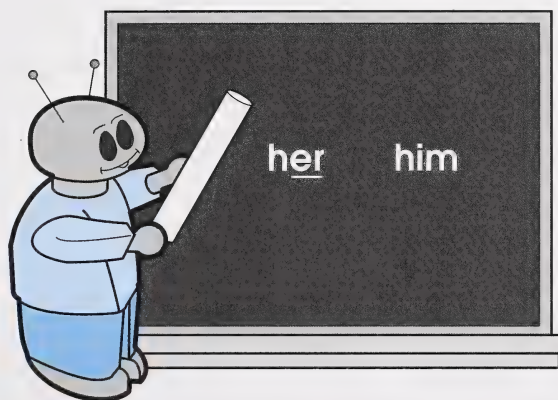


With your palms up, move your flat hands back and forth as though offering food to someone.



Explain that when a vowel is followed by the letter **r**, it makes a different sound than usual. It is sometimes called the “bossy r” sound because you hear the **r** more than the vowel that comes before it.

Draw a line under the combination to help your student remember that these letters combine to make a sound.



Materials

Home Instructor's Manual



You may choose some activities from the Word-Study Teaching Notes in the Appendix of the Home Instructor's Manual if your student needs more practice with these words.

Review other words from the word boxes as necessary. Then have your student read today's new words and place the cards in the appropriate box.

If your student recognizes the two high-frequency words easily, encourage him or her to select two new words that are of personal interest or are connected to the family theme.

Materials

Collections Writing Dictionary



Have the student write any new words in the *Collections Writing Dictionary*.

Phonics and Printing

Today you will review the long and short vowel sounds of **a**, **o**, **u**, and **i**. Say the following words and ask your student to tell you what vowel is heard in the word and whether it is a “long” or “short” vowel.

rip	tub
kite	tube
road	gate
top	top
bow	sat
tap	slow
tail	pot

To help review the importance of the **silent e** or **double vowel** in making the long sound of the vowel, print these pairs of words on a chalkboard or paper.



Ask questions such as the following:



How has the spelling of the word been changed?

What difference does that change make in the sound of the vowel?

Have your student underline the vowel combination **oa** in **coat** and draw the arrow for the **super e** words.

coat

kite

Materials

Phonics Book



Materials

Student Folder



Turn to page 207 in *Level A: Modern Curriculum Press Phonics*. Explain the directions and ask the child to complete the page independently.

Once it's completed, check it for errors. Help the student make the necessary corrections. Re-mark in a different colour of pen. Continue on to page 208. Remind your student to print neatly using the lines. This will be printing practice for today. Follow the same marking procedure as above.

When finished, place the pages in the Student Folder with the student's full name and M5D4 noted on page 207.

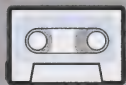


Music and Movement

Time recommended: 10–15 minutes

Materials

Audiocassette



Charlotte Diamond's song "Love Me for Who I Am," on the audiocassette *10 Carrot Diamond*, exemplifies the concept of caring for one another in the family. Listen to the song first, asking your student to think about what the words of the song are saying.

As you listen to the song again, track the words. The student may be surprised to discover that many of the words are familiar. After listening to the song a second time, discuss the meaning of the song with questions like the following:

What are the words in the song saying?

How do you think Charlotte Diamond is feeling as she sings the song?



How does the song make you feel?

Do you think this is good advice to family members?

Would this help families get along with one another?

As you listened to the song, did you notice the steady beat? Listen again and see if you can hear it. What instrument is making that beat in the song?



Now it's time to move to the song.

What does that steady beat make your body want to do?

Do you think you could march to the beat?

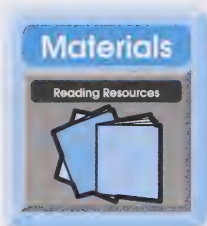
What other movements would you like to try to the beat?

Think of different ways to move. Your student may also be ready to sing along with the song.

Language Arts

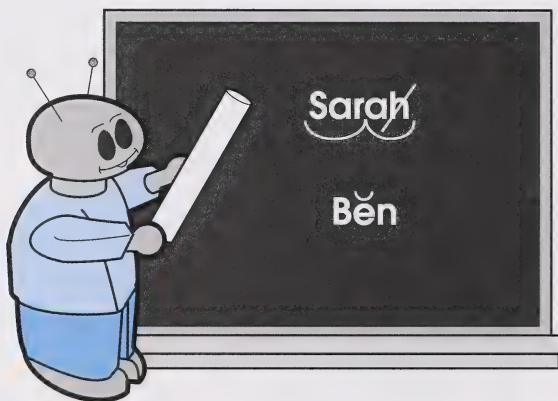
Time recommended: 60 minutes

Reading



Take out the anthology *Slide In*, and turn to the Table of Contents. Ask your student to locate the story “Boots.” Check the page number and turn to the story. Remember to observe the child’s skills and attitudes while reading today.

Scan the pictures in the story and have your student make a prediction about what will happen in the story. If you think the student will have trouble with the names of the characters, you may want to introduce them first. Write the names on a blank piece of paper or a chalkboard.



Note: The line through the **h** in Sarah indicates a silent letter. The symbol over the letter **e** in Ben means a short vowel sound, as in **elephant**.

Read the story with the child, perhaps using shared reading or partner reading. As your student develops more confidence and skill, encourage independent reading.

Activities**Teaching Tip**

Encourage your student to use the Learning to Read chart from the Appendix of the Home Instructor's Manual. By now most students are developing strategies to figure out unfamiliar words. Notice what strategies your student uses. If the student tends to rely on only one strategy, try to encourage other ways of discovering the unknown word. For example, if the student depends mostly on sounding out words, encourage reading on or using context to predict the word.

Discuss what happened in the story with questions such as these:

What problem was Ben having in the story?

How did Sarah help him?

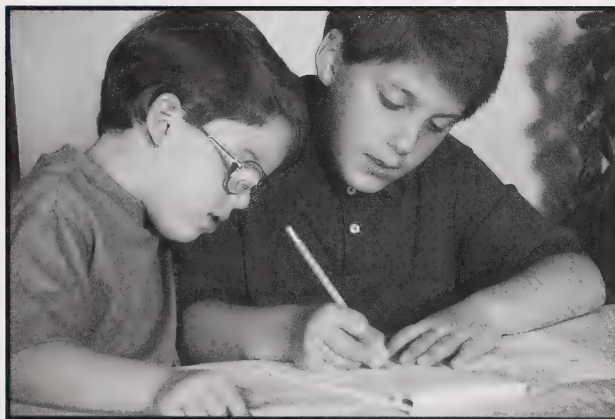
What happened when Ben put on his mitts?

What do you think Sarah will do next?

Think of a time when you helped someone in your family with a problem.

Tell me about it.

Can you think of a time someone helped you?



Ask the child to read the story again. Your student may like to read it silently this time.

Invite your student to watch for and mention any quotation marks. Using the method discussed in the previous reading lesson—Module 5: Day 3—ask your student to frame the beginning and end of the quotation with both forefingers.



If you have not discussed quotation marks previously, introduce them to your student. Show on a chalkboard or piece of paper how the marks are formed and discuss the fact that they are used to show that a character is speaking.

For the last activity with this story, you and your child can read "Boots" in a **readers' theatre** manner.



In readers' theatre, a story is read as if it were a play. No props are necessary, but simple props may be included. As with other forms of drama, clear, expressive, and energetic speech is important. By reading expressively, the readers communicate the meaning and mood of a story.

To begin with, the focus for readers' theatre will be on oral reading. Movement is not required until participants are comfortable with combining speech and movement.

You should take the storyteller part and your student will read Sarah's part. Explain that this procedure is much like what you did in the story "But Grandma Did!" from Day 2, but this time the child pretends to be Sarah and just reads what is inside the quotation marks.

You will read the title and the text and stop to let your student read what is in the quotation marks. Remind the student not to read “said Sarah” or “asked Sarah.” The student only reads the words inside the quotation marks. You may wish to perform your readers’ theatre for Sharing Time.

Journal Writing

Through yesterday’s discussions and interviews with family members, you have furthered the child’s understanding of family life, particularly the point that families work together and help one another. Today you will extend the concept that family members take care of and support one another.

Discuss some ways your family shows this caring attitude toward one another. Here are some questions you may consider:

How does our family show that we care for each other?

Can you think of some ways you have helped your brothers or sisters or other family members?

If a family member were having a problem, what would you do?

Can you think of a time when this happened?

What happens when a family doesn’t co-operate?

How do you feel then?



Now it is time for your student to draw and write about how your family members care for one another. When the page is completed, it should be read to you. Remember to observe reading skills as the child reads the journal entry. Then print all the necessary submission information on the back of the page and place it in the Student Folder.



Activities

Teaching Tip



Forming and learning to express opinions and feelings is part of the Social Studies program for Grade One. Encourage expression and discussion whenever possible as these activities improve communication skills.

Now would be a good time to break for lunch.



Silent Reading

Time recommended: 5–10 minutes



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 4.

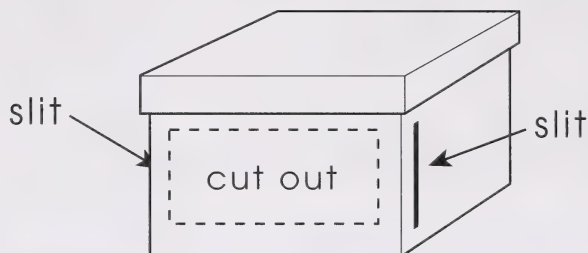
Project Time

Shoe-Box Filmstrip

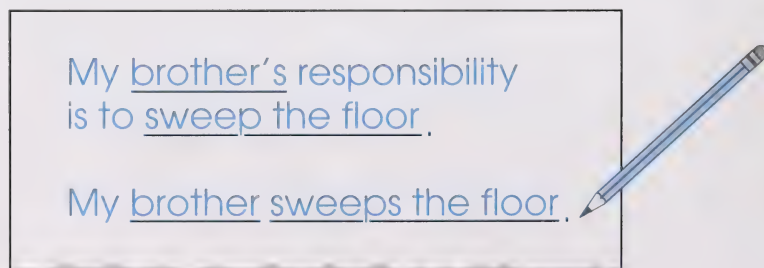
During Writer's Workshop on Day 3, your student prepared questions about family responsibilities. The answers were recorded or noted during Sharing Time.

Listen to the tape or read out the answers from the Day 3 questionnaire. Explain that the student will be recording those answers today in the form of a "shoe-box filmstrip." The child will be making a picture and a sentence for each family member to illustrate responsibilities at home. Gather the materials listed in What You Need Today.

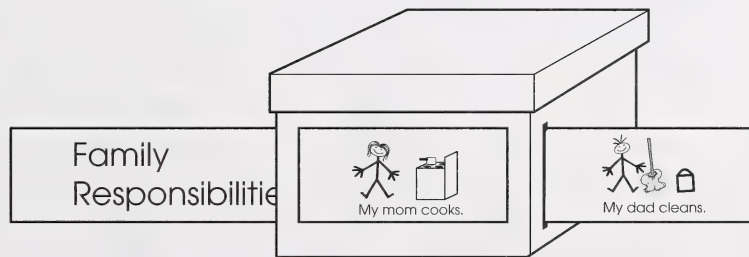
1. Select a small box, such as a shoe box, cereal box, or cracker box.
2. Cut one side of the box like a picture frame, as in the diagram below. If you are using a shoe box, measure about a 1-inch frame on each side of the box. If you use a cereal box, use a large side. Cut slits in both sides of the box for the paper to pass through. The slits should be about $\frac{1}{2}$ inch (0.5 cm) from the front of the box.



3. Choose suitable paper. If you have white butcher paper, shelf paper, or other paper on a roll, use it. Cut the paper so that it will fit into the slits on the box. Estimate the length you will need—one frame for each family member, including your student, and one frame for a title page. If you do not have any type of roll paper, cut unlined pages to fit and tape them together. Measure and mark approximately where each frame needs to be. Leave some blank paper before the first frame as a handle for pulling the paper through.
4. Ask your student to print the title **Family Responsibilities** on the first frame.
5. Prepare a sentence pattern for the child to fill in the blank about each family member. The student could choose to use one of these patterns.



6. Ask the student to print at least one responsibility for each family member and draw a picture to go with it. Remind the child to use the Family Words chart when necessary and to sound out words or use constructed spelling. Encourage as much independence as possible.
7. Decorate the shoe box. Your student could paint it, cover it with paper, or draw and colour directly on the box. It could also be decorated with pictures glued on, stickers, buttons, or other recyclable materials.
8. Ask your student to read the text as you move the paper through the box.



Sharing Time

Time recommended: flexible

Since Sharing Time may be a time when the family is together, use this opportunity to do role-plays that are intended to help deal with family responsibilities like the following:

Should all family members have the same responsibilities?

What should family members do when they can't fulfill their responsibilities?

What should family members do when they don't feel like fulfilling their responsibilities?

In the role-plays, the child will take one part and you or another family member will take the other part. Switch roles so that sometimes the child is the adult.

Try to think of what the people would really say to each other in these situations and come to an agreement or solution on what should be done.

Choose one or more scenarios to role-play. If you wish, create your own scenario that illustrates an issue that is a concern in your family.

Issue 1: Should all family members have the same responsibilities?



Scenario 1: Finn doesn't think it is fair that he has to help do the dishes every night after the evening meal. He has a younger sister who is three years old and he thinks she should have to do the dishes, too. He talks to his mom about this concern.



Scenario 2: Yodit is six years old. She is tired of cleaning her room and wants to change her family job and do something else. She wants to drive the tractor instead. She talks to her dad.



Scenario 3: Daniel is the oldest. He thinks he does more than his share of the family jobs. He mows the lawn, takes care of his six-year-old sister, and cleans the garage. He is speaking at a family discussion.

Discuss what conclusions you have come to. These questions can be used to guide your discussion:

Should everyone have the same responsibilities?

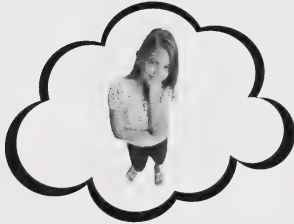
How does your family decide who does what?

Why can't young children have the same responsibilities as parents or older siblings?

Issue 2: What should family members do when they can't or don't want to fulfill their responsibilities?



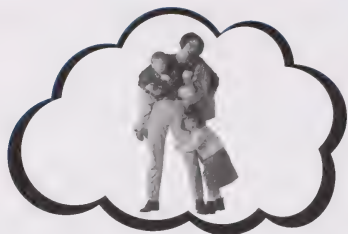
Scenario 1: Krista's responsibility is to feed her pets every day. She is going to be away at her grandparents' for a week. She asks her older sister what to do.



Scenario 2: Every Saturday Janessa has to mow the lawn. This Saturday she has a soccer game and will be away all day. She talks to her dad about this problem.



Scenario 3: Rafik's job is to keep his room clean. He really hates doing this job and doesn't want to do it anymore. He discusses this issue with his mom.



Scenario 4: It is Mom's job to do the grocery shopping for the family. Because she has been very busy and is tired, she doesn't want to do it this week. She discusses the problem with the rest of the family.

With your student, come to some conclusions:

What should happen when a family member can't do his or her job?

What should happen if someone just doesn't feel like doing it?

Is there a difference?

The child could also be excited about sharing the shoe-box filmstrip or the story "Boots," which can be read as readers' theatre. You could include either of these activities at this time, or perhaps the story could be enjoyed at Story Time.

Let's Look Back

Time recommended: 10 minutes

As you talk about the day's activities, ask some of the following questions to learn about your student's attitude toward reading. Encourage general comments and discussion about the day as well.

Did you enjoy reading "Boots" today?

What do you like about reading?

How do you figure out new words when you see them in a story?

Do you enjoy learning new things about letters and words?

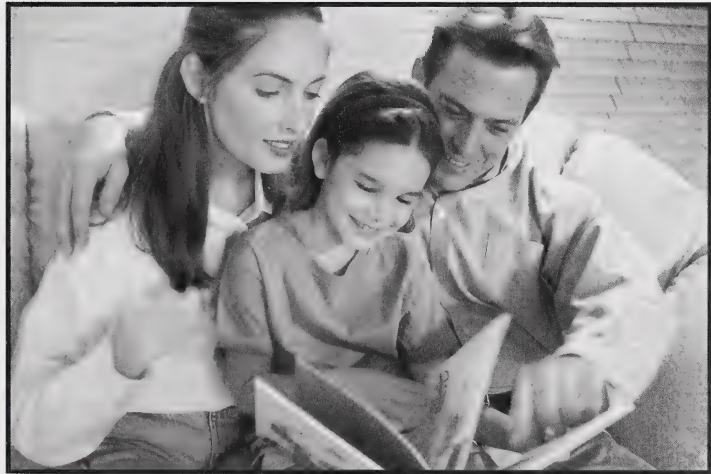
MaterialsThematic Assignment
Booklet

Open Thematic Assignment Booklet 5A to Day 4: Learning Log. Fill out the comments and checklist. Add any thoughts or comments your student has about readers' theatre, shared reading, partner reading, or reading in general.

Story Time

Time recommended: flexible

Enjoy a relaxing story together sometime today. Invite other siblings to join in if you wish. Do you have any stories where family members are helping one another?



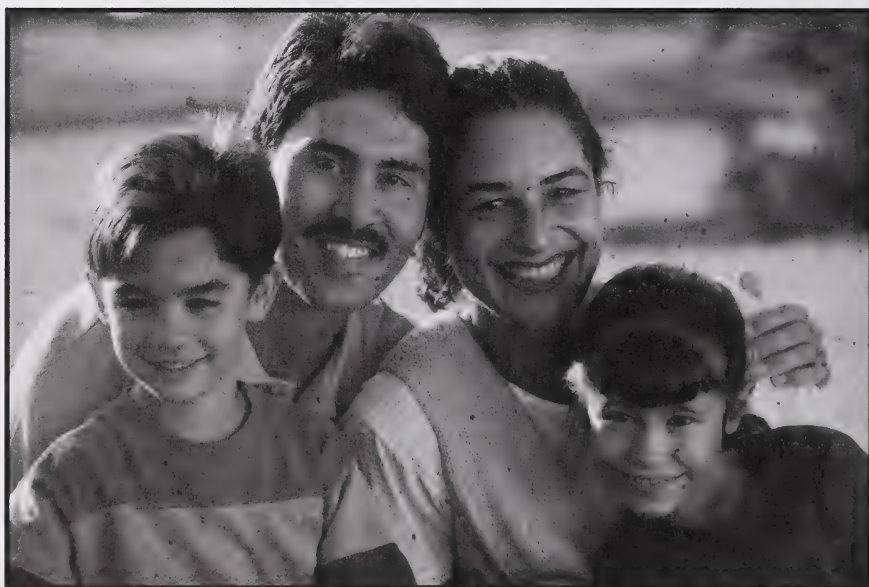
**Your school work is
done for today.**

**What helpful thing
can you do for a family member
before the day is over?**

Family Rules

Today's activities will include discussions about why rules are needed and about the rules in your household and in other households. During the reading of the poem "Pick Up Your Room," the student will have the opportunity to enjoy and discuss word plays. Then the student will go on to list and categorize rules into safety, health, or appropriate behaviour rules. Project Time will let the student choose between learning more about safety rules or about appropriate behaviour rules.

Music and Movement will provide the opportunity to see and hear the awesome patterns in nature.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Printing Practice notebook
- *Level A: Modern Curriculum Press Phonics*, pages 209 and 210
- “Pick Up Your Room” in *Fathers, Mothers, Sisters, Brothers*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 5.

Project Time

Project Choice 1: Baking Cookies

- your favourite cookie recipe
- ingredients for baking

Project Choice 2: Rules for Special Places

- stencils or computer (optional)

Let's Look Back

- Thematic Assignment Booklet 5A
– Day 5: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized calendar routine.

Since the concept of time is difficult for some children to understand, it may be a good time to check your student's understanding of **before** and **after**. Pick a daily routine and ask what your child does before or after that activity.



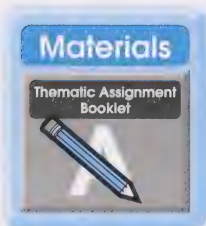
What do you do **before** you brush your teeth?

What do you do **after** you have breakfast?

What do you do **before** you go to bed?

If your student has trouble with this concept, spend some time on it during Calendar Time for the next few days.

Focus for Today



Focus for observation today is on your student's **developing skills in listening**. These skills can be noted at these times:

- during discussion times
- while listening to a story
- when following directions throughout the day

Preview Day 5: Learning Log in Thematic Assignment Booklet 5A.

Language Arts

Time recommended: 35 minutes

Spelling

As a result of the spelling pre-test on Day 3, you and your student will know which words need to be practised. Review these words by having the child practise printing them in the Printing Practice notebook. Here are some other strategies that may help the student remember the words:



- **He, be, we, and me** are all words with a “long e” sound.
- The word **she** begins with the “sh-h,” or “hospital sound,” followed by a “long e” sound.
- The word **you** is a sight word. It has to be memorized through practice because it does not follow the usual vowel rules.

If your student could spell all six high-frequency words given in the pre-test, practise the chosen alternate words.

Phonics and Printing

Today the child will continue concentrating on the “long o” sound. As you say the following words, ask your student to listen for the sound of **o** saying its name. Have the child make a thumbs-up sign for the “long o” sound and a thumbs-down sign for all other sounds.



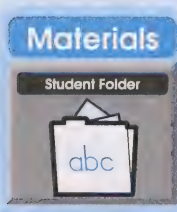
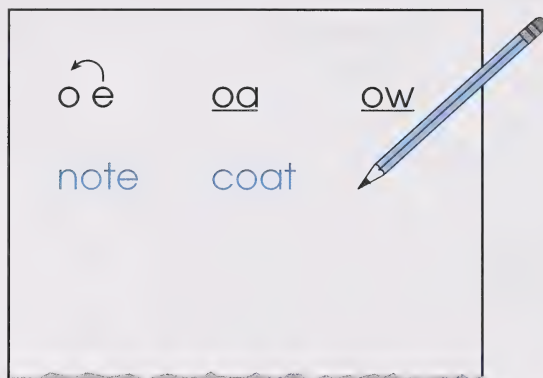
cat
boat
soap
fox
fish
rope
mole

swim
bone
hat
robe
sob
snow



Make a chart like the one shown below. Go over the list again, having the child give a thumbs up sign for the “long o” sound. Then print each “long o” word in the correct column. Determine if it is a “long o” word with

- the letter **o** followed by a **super e**, as in **cone**
- an **oa** letter combination, as in **boat**
- an **ow** letter combination, as in **slow**



When your student can recognize and remember the three ways of making a “long o” sound, turn to page 209 in *Level A: Modern Curriculum Press Phonics*.

Explain the directions and have your student proceed as independently as possible. Printing should be done neatly on the lines. This page will be the printing assignment for today. Mark the assignment, take care of corrections, and re-mark as needed. Your student may then go on to page 210 in the phonics book and complete the activity as independently as possible. Follow the same marking and correction procedure as before.

When the student has completed the pages, label them with the student’s full name and M5D5 and place them in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Today your child will go on a short nature walk to discover some patterns in nature. Did you include a walk as one of your physical activities? Would the whole family be able to go on this walk with you?

Before you leave, have the child think about the patterns he or she knows. Discuss the idea that a pattern is repetitive—something that happens in a regular, repeating manner.

As you dress for outdoors, perhaps you can see a pattern in some of the clothes you are putting on. As you step outside, keep your eyes and ears open for nature patterns—frost on a window, tree branches or leaves, patterns on bark, bird calls, the actions of an animal, or any other regular, repeating features.

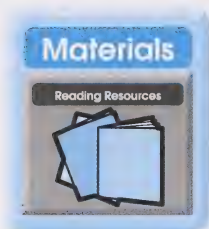
Later in this module you will be doing more activities with patterns. For today, just notice as many as you can and enjoy the fresh air!



Language Arts

Time recommended: 60 minutes

Reading



Today your student will read the poem “Pick Up Your Room” from *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman.

Explain that this book contains a collection of poems. Discuss the differences between poetry and stories.

- Poems are usually shorter.
- Poems sometimes rhyme.
- Poems are often written in lines and verses.
- Often there is word play or visual imagery.

Give your student a few minutes to look through the book then turn to page 7. Read the title together. Notice that it is written in a speech balloon.

You are observing listening skills today, so read the poem to your student and then ask some questions about the poem to check **oral comprehension**. You may need to read it a second time for your student to listen for a specific point or for the rhyming words.



oral comprehension:
understanding spoken
language

In the poem, what are the three things the mother is telling the little girl to do?

What does the girl say to her mom each time?

Is this a rhyming poem?

Which words rhyme?

Read the poem again. If the child is an independent reader, have it read aloud to you. Following are some other questions you could discuss:

wordplay: humorous use of a word where the meaning can be taken two ways

What **wordplay** did you notice in this poem?

What does the mom mean when she says "Pick up your room" and "Go right to bed"? What kinds of rules do you think this family has?

After the daughter's reply, what do you think the mother will say to the girl?

Activities

Teaching Tip



If your child enjoys wordplay and puns, try reading any of the Amelia Bedelia books by Peggy Parish. *Amelia Bedelia's Family Album* works well with this topic.

Writer's Workshop

Encourage discussion of family rules by asking questions like the following:

Why do we need rules in our family?

Who decides on the rules in our family?

What happens when family members don't follow the rules?

Do we have different rules for different places and different times of the day?

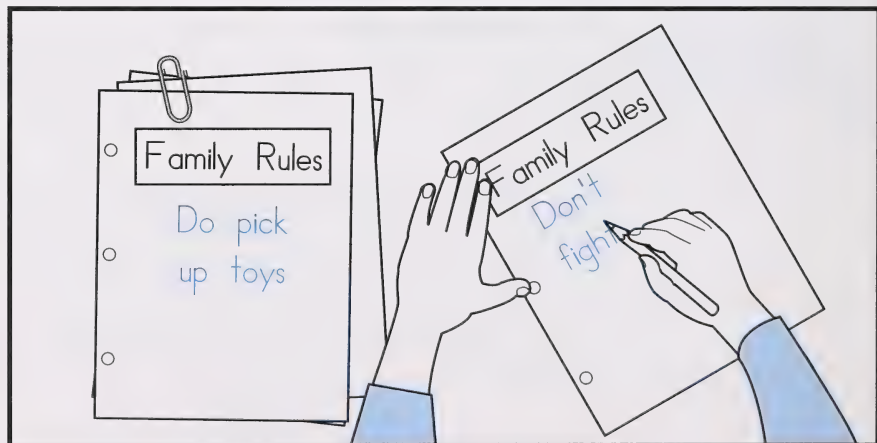
Are there different rules for different activities and different rooms?



Do you have specific rules for lesson times?

Are there different rules for playtimes and outdoor times?

Today, your student will write down a few of your family rules. Begin by brainstorming on this topic. On chart paper or on unlined loose-leaf paper, write a title and two headings as shown in the following example.



When either of you thinks of an idea, jot down key words and sketch a quick picture to help your student remember the idea.

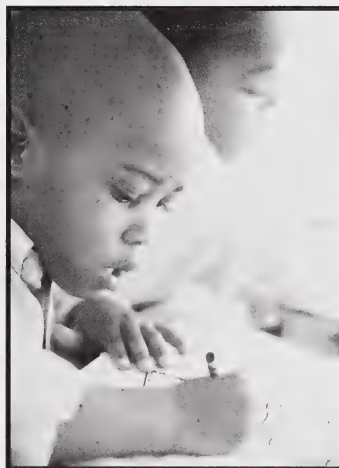
For example, if you are discussing fighting between siblings, you could jot down the words **no fighting**; if you are discussing picking up toys, you could jot down the words **pick up toys**.

Continue brainstorming until you have most of your family rules down in simple notation.

Explain to your student that basic family rules are needed to

- keep family members safe
- keep family members healthy
- teach appropriate behaviour

With your student, categorize your rules by deciding if each rule is a safety rule, a health rule, or a behaviour rule.



Briefly compare your family rules to other families by asking questions like these:

Do you think other families have rules?

Do you think their rules are exactly like ours?

Can you think of some rules in other families you have visited?

Ask your student to choose three of the most important rules from the chart. Help your student write these rules in sentences.

If at all possible, turn the “don’t” statements into positive “do” statements. For example, rather than writing “Don’t fight,” you could write “Do get along with others.”

Provide support as necessary, but encourage the use of the family charts, the *Collections Writing Dictionary*, or word cards.

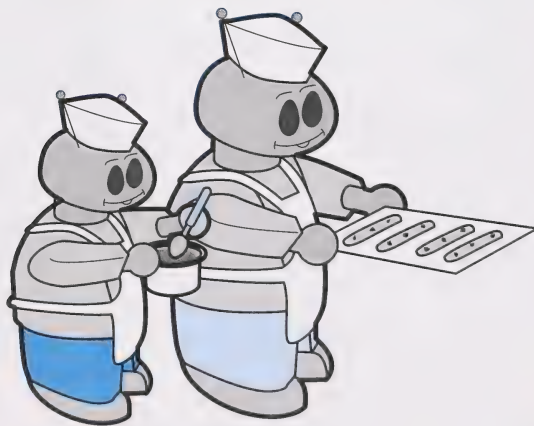
After the writing is completed, have it read back to you.

Put your student’s name and M5D5 on the back of the writing page and include it in the Student Folder.



It's time for lunch.

Does your family have special mealtime rules?



Silent Reading

Time recommended: 5–10 minutes

It's time for both of you to enjoy reading your own books and magazines.



After reading, ask your student to comment about the reading material. Questions such as the following may help your student.

Did you like this story?

Why or why not?

Do you think other children would like the story?

What was your favourite part of the book?

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 5.



Project Time

Time recommended: 50 minutes

The activities today will help the student develop an understanding of the social studies concept of rules. The focus of the Baking Cookies project is safety rules, while the focus of the Rules for Special Places project is behaviour rules. If time allows, you may choose to do both projects.



Project Choice 1: Baking Cookies

The focus of this lesson is to help your child understand the importance of safety rules in the kitchen. The choice of recipes has been left up to you.

Choose a favourite cookie recipe with your student. Gather the necessary ingredients. Talk about the safe way to get food from high cupboards.

Preheat the oven. Discuss safety tips for working with hot items.

- Never touch the inside of the oven when it is on.
- Always use potholders or oven mitts when handling hot items.
- Never use a stove or oven without adult supervision.

Have your student help you measure and mix ingredients. If you are using an electric mixer, point out how important it is to keep fingers away from the beaters. Demonstrate the proper way to hold the bowl and spoons to prevent accidents.

Allow your child to place the cookie dough on the baking sheet. As the student works, discuss other kitchen equipment that may be hazardous, such as knives, blenders, toasters, and microwave ovens.

Help your student place the cookies safely in the oven and sum up why safety rules are necessary in the kitchen.

Project Choice 2: Rules for Special Places Poster

Think of some of the places your family might go that could have special rules: a library, a hospital, a theatre, a restaurant, or a place of worship. Choose one of these places for your poster.

On a large sheet of drawing paper, have the child draw a picture of your family at the chosen special place. Ask your student to think of any special rules that apply to that place, and write one rule on the poster to help the family remember it.

This is a chance to make fancy hand-drawn lettering, use a stencil, or even make the lettering on the computer if the child enjoys those challenges.



Sharing Time

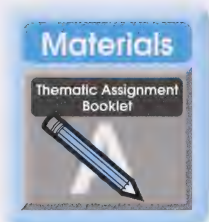
Time recommended: flexible

Today's choices for sharing are the rules written during Writer's Workshop and the poster or cookies from Project Time.

Perhaps the student would also like to tell the family why rules are important and mention some of the rules that were discussed during the day.

Let's Look Back

Time recommended: 10 minutes



Before completing the Learning Log, ask some of the following questions to learn more about your student's attitude and skills in listening. Be sure to add a few of your student's listening favourites under Student's Thoughts.

Do you like listening to stories and poems?

What should you do to be a good listener?

Did you have trouble following any directions today?

What did you like about the activities today?



Activities**Teaching Tip**

If your child has a hard time listening, these five listening behaviour guidelines may be helpful.

To be a good listener

- keep your eyes on the speaker
- your ears must be listening
- your mind must be thinking
- your mouth must be quiet
- your body must be still

Help your child learn these guidelines by holding up one finger for each tip. When all five fingers are up and the tips recited, your child can give you “five” or do a “high five” slap on your hand. Then get ready to listen!



Another way to help the child prepare for a listening activity is to sing the following song and perform the actions.

Listening Time

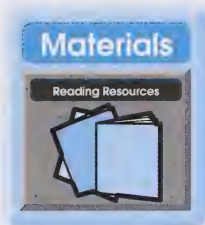
Sometimes my hands are at my side,
 Then behind my back they hide.
 Sometimes I wiggle fingers so,
 Shake them fast, shake them slow.
 Sometimes my hands go clap, clap, clap,
 Then I rest them in my lap.
 Now, they're quiet as can be
 Because it's listening time, you see!

Story Time

Time recommended: flexible

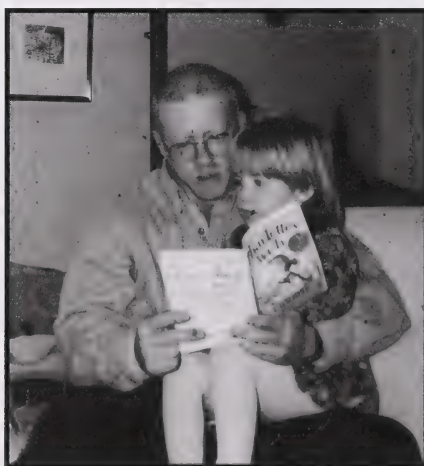
Enjoy rereading a favourite, such as *Jillian Jiggs* from Module 2, or a new story. If you are reading a new book, you might want to look briefly at the cover, through the book, and at the illustrations. Have your student predict what will happen in the story as well. After the story, you can discuss whether the predictions were accurate.

If you are reading a novel with your student, predictions can be made for the next chapter based upon what happened in the previous chapter and the chapter's title.



If you have managed to find the book *Boss for a Week*, it gives a humorous look at rules from a child's point of view. At this age, children are beginning to enjoy and respond to humour.

The book *Christopher, Please Clean Up Your Room!* shows how bad things can get when you don't clean up your room. Children laugh when they hear that bugs didn't want to go into Christopher's room.



Congratulations!
You have finished Day 5.
Tomorrow we will be talking about
family needs.

Families Have Needs

Today's social studies topic will explore the needs that all families have. Two poems, "The House" and "Houses," will be compared during Language Arts. A choice of two art projects using texture rubbings can be completed during Project Time.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 211 and 212
- Thematic Assignment Booklet 5A
– Day 6: Printing

Music and Movement

- household objects that make noise, such as bells, shakers, toys, buzzers, and musical instruments

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 6.

Project Time

Project Choice 1: Texture Rubbing Composition

- unlined thin paper or tracing paper

Project Choice 2: Crayon Rubbing Nature Scene

- old greeting cards (optional)

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your calendar time routine.

If your student needs more practice with the time concepts **before** and **after**, ask the following questions:

What did you do before lunch?

What did you do after lunch?

What happened after that?

What did you do when you first got up this morning?

What did you do after that?

Continue with similar questions.

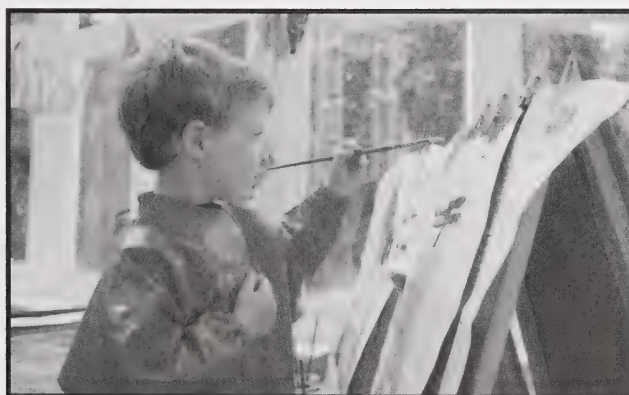
Activities

Home Instructor's Script



Focus for Today

Today you will focus attention on your student's development in the **visual arts**. As your student works with art materials, notice progress in cutting, colouring, drawing, and planning. Also observe the student's attitude toward trying new activities, expressing opinions about art, and creativity.



Language Arts

Time recommended: 35 minutes

Word Study

You have two high-frequency words to introduce today. Print **my** and **its** on coloured index cards. Check to see if the child can recognize the words instantly without sounding them out.

its

my

If your student cannot recognize the words by sight, spend some time looking closely at the phonetic parts of each word. This task could be practised on a chalkboard or a piece of paper.

The word **its** is a phonetically regular word. Your student should be able to sound it out by saying each of the sounds. You could also draw the child's attention to the word **it**, taught in Module 2.

Compare the two words by writing one above the other. What has been changed?

it
its

When introducing the word **my**, remind the child of the word **by**, introduced in Module 2. The **y** is making the “long i” sound in this word, as in **fly**. Use the graphic and the key action of flapping the arms to remind the student.

y

(as a
long i
sound)

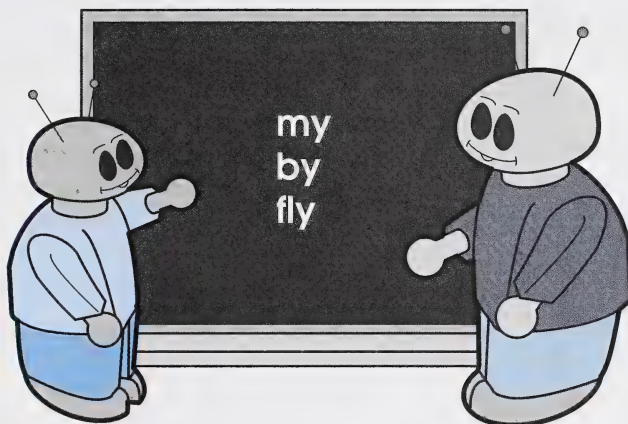
fly



Flap your arms and
pretend to fly.



Also write the words on the chalkboard or on a piece of paper.



Can your student think of more words that belong to this word family?

Materials

Home Instructor's Manual

If your child needs more practice with these words, choose activities from the Word-Study Teaching Notes in the Appendix of the Home Instructor's Manual.

Put the words into the New Word Box and practise them sometime during the day. If your student recognized the words easily, two theme-related words could be chosen and put on white index cards. Perhaps words like **wants**, **needs**, **home**, **love**, or **food** would be helpful for the child to learn.

Materials

Collections Writing Dictionary

Remind the student to write any new words in the *Collections Writing Dictionary*.

Phonics

In the lesson today, your student will be sounding out words with the “long o” sound. To practise this skill, say the following words and have your student print them on a piece of paper or chalkboard. Remind the child to listen carefully for the sounds and to think about which combination is making the **o** say its name. Is it the **oa** combination, the **ow** combination, or the **o** with a **super e**?

bow bone hole row coat soap

Day 6 • Families Have Needs

Materials

Phonics Book



Turn to page 211 in *Level A: Modern Curriculum Press Phonics* and read the directions. Remind the child that good printing is expected and encourage independent work on this page. Mark the page, have the student make the necessary corrections, and then re-mark it with a different colour of pen.

Materials

Student Folder



Read the directions on page 212 as well. Help the student name any unfamiliar pictures. Ask that the page be completed independently. Follow the same marking and correction procedure as used earlier.

Label the pages with the student's name and M5D6, and put them in the Student Folder.

Materials

Thematic Assignment Booklet



Printing

Turn to Thematic Assignment Booklet 5A, and follow the directions to complete Day 6: Printing.

Materials

Home Instructor's Manual



Use the Points for Printers chart from the Appendix of the Home Instructor's Manual for review of any skills your student needs to work on.

Music and Movement

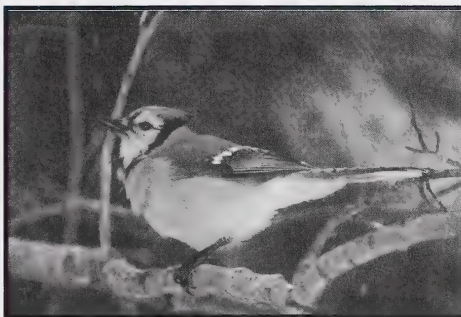
Time recommended: 10–90 minutes

Your student will distinguish some environmental sounds around the home today in order to develop listening skills. Take a moment to sit quietly and listen.

Ask the following questions:

What do you hear?

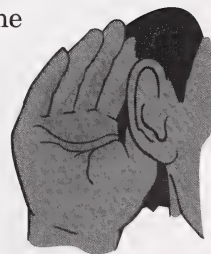
What is making the sound?



Take a quick walk outside your house. Stop to listen. Repeat the questions.



It is fun to do this in other places, too. Stop sometime when you're away from home and ask your student to listen. Different environments and different times of the year have sounds that are unique to them. This activity not only develops listening skills, but is also great for language development as sounds are identified and discussed.





If you have time, play a game with things in your house that make noise. Gather several things that make sounds. Some ideas are bells, timers, two items to bang together, items in a container to shake, musical instruments, children's toys, and so on. Take turns sitting with your back to one another and guessing what is making the sound.



Preschoolers also enjoy this game, so younger brothers and sisters could try guessing, too.

Language Arts

Time recommended: 60 minutes

Reading

Today's reading involves two poems about houses. After reading the poems, the student will compare them.

Begin by rereading a poem that you read in Module 4.



The House

This is the roof of the house so good.

(Hold up hands with palms facing, and slant fingers to touch fingertips.)

These are the walls that are made of wood.

(Extend hands parallel.)

These are the windows that let in the light.

(Make a square by extending index fingers up with thumbs out.)

This is the door that shuts so tight.

(Make a bigger square.)

This is the chimney so straight and tall.

(Raise index finger.)

What a good house for us, one and all!

(Hold out fingers parallel to each other.)

After reading, ask the following questions:

What is this poem about?

What kind of home do you live in? Is it a house? apartment? mobile home? Is it something else?

Do you need to have a home to live in? Why or why not?

Read the poem again while your child joins in, or ask that it be read aloud to you. Demonstrate reading with expression and rhythm and encourage your child to do the same. Challenge the student to point to the rhyming words in the poem and discuss why they rhyme.

Activities

Teaching Tip



You may have noticed that it is frequently suggested that a selection be read two or three times. Multiple readings encourage the development of fluency and comprehension. Often children are concentrating on getting the words right the first time they read a

selection. A second or third reading provides time to practise other important skills, like silent reading, reading for information, or reading with expression. Usually a purpose is set for each time a selection is read to help the child focus on a particular skill.



Read the second poem a few times with expression. Encourage the student to join in the reading.

The Houses

Here is the nest for robin.

(Cup hands together.)

Here is a hive for the bee.

(Make a fist.)

Here is a hole for the bunny.

(Finger and thumb touch to make a circle.)

And here is a house for me!

(Hold up hands with the palms facing, and slant fingers to touch fingertips together.)

Continue with the following questions:

What is this poem about?

How does this poem compare to the first one?

How is it different?

What kind of home does a robin live in? (nest)

What kind of home does a bunny live in? (a hole in the ground, a burrow)

Describe the house you live in.

How was your home built? (Discuss what the builder might have done first, second, and so on.)

Do people and animals **need** a place to live, or do they just **want** a place to live?

Why do you think so?

What is the difference between a person needing something and a person wanting something?



Activities

Thinking It



Most children do not have a clear idea of the differences between **wants** and **needs**. Needs are things all people must have to survive; wants are things people would like to have. The basic human needs are shelter, food, clothing, and love.

Ask your child the following questions:

What things do you really need in order to live?



Food



Shelter



Clothing



Love

Do all people need these things?

What kind of things would you like to have, but don't really need in order to survive?

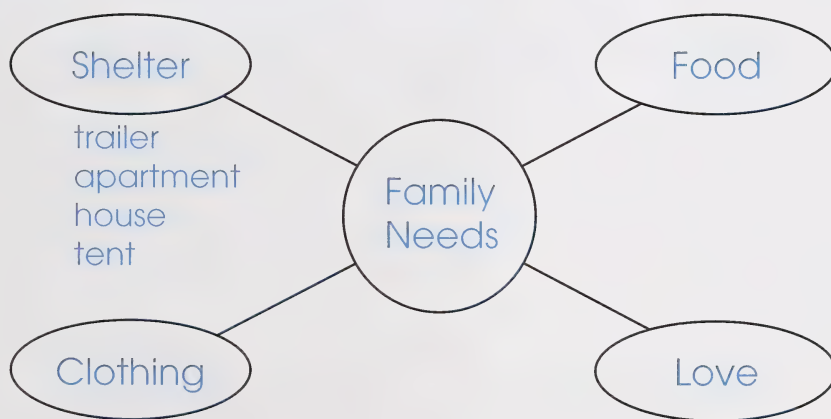
Read the poem again. An independent reader may want to read the poem silently or aloud.

Point to the words that rhyme in this poem.

Why do these words rhyme?

Writer's Workshop

Review the four basic needs of families. Tell your student that together you will be making a web. Ask the student to think of different kinds of homes, food, clothing, and love that families need. Draw a circle, as illustrated below, on an unlined sheet of loose-leaf paper. As the child thinks of the various kinds of homes, food, clothing, and love, jot them down under the correct heading.



When finished, ask your student to use this web to write a two-or three-sentence report called **Family Needs**.

If your student needs extra help, prepare a sentence starter such as the following:

My family needs _____.



Place the report in the Student Folder when completed. Be sure the student's full name and M5D6 are noted on the back.

It's time for lunch now!

What are the four basic needs of every person and every family?

Silent Reading

Time recommended: 5–10 minutes

It is time for both you and your child to choose a favourite book, magazine, or poem.



Read a comfortable book . . . in a comfortable spot.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 6.

Project Time

Time recommended: 50 minutes

Read over the two project choices and decide which one your student would prefer. Either activity involves rubbing a wax crayon over an object. Old crayons with the paper removed work best for these projects.

As your student does these rubbings, discuss how the **texture** of the object is transferred onto the paper. Have the child look for a regular pattern to the texture. Ask if a certain feature is repeated regularly.

Activities

Teaching Tip



The following is a list of curriculum objectives that can be taught or reviewed during today's project and will be useful for future art activities:

- All shapes can be reduced to basic shapes, such as a circle, a triangle, or a rectangle.
- Overlapping forms help to unify, or bring together, the parts of a composition. It also creates depth or the illusion of distance on a flat piece of paper.
- Repetition of colour or texture helps to balance and give flow to the composition.
- Outlining can be added as a finishing touch that tends to enhance a piece of work.
- Stepping back from a piece of work helps in judging how it can be improved.

Project Choice 1: Texture Rubbing Composition



1. Look around the house or outdoors for items with a raised texture, such as stair treads, boot soles, heavily textured cloth, corrugated cardboard, textured wallpaper, tiles, plastic items, textured dishes, carved furniture, rough wood, leaves, bark, and stones. Let your student discover what works best.
2. Demonstrate how to turn the crayon sideways, hold the paper, and rub the crayon lightly over the textured area.
3. Tell the student to gather many different samples of rubbings.
4. Take the various rubbings back to the work area. The child will use the rubbings to create a composition. Ask the student to think about what the pattern on the rubbing could be used to make. Encourage planning by asking questions like the following:

What will your picture be about?

What will you show in your picture?

5. Now the student draws a shape over the rubbing and cuts it out. Repeat for several items that the student wants in the picture.
6. The cut-out pieces can now be pasted onto the white drawing paper. Details and other drawings can be added with felt pen or pencil.

Project Choice 2: Crayon Rubbing Nature Scene

Discuss the walk you took on Day 5.

What patterns did you notice on the nature walk on Day 5?

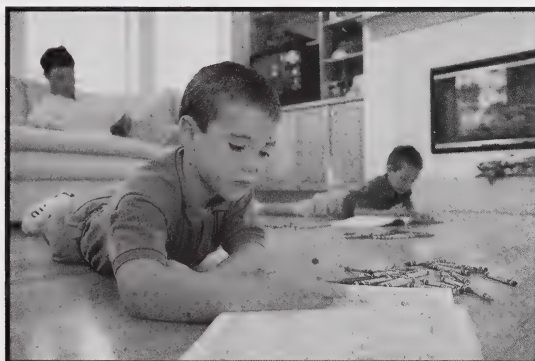
What kinds of things did you see repeated many times?

Ask your student to think of a simple object from outdoors that you noticed on your walk. A tree, animal, plant, person, or natural feature, like a hill or a mountain, would work best for this project.

Help your student draw a simple outline shape of this choice on light cardboard or Manila paper.

Now the shape needs to be cut out and placed under the drawing paper. Rub the crayon sideways over the shape. Move the shape and repeat several times. Encourage the child to overlap the figures sometimes and discuss how this gives depth to a picture.

Then have the student complete the picture by adding details with a pencil or felt marker.



Alternative Activity

Instead of drawing a shape on cardboard, a simple shape may be cut from greeting cards. Many cards have embossed or raised designs, which give an interesting effect to the rubbing. Proceed in the same manner as described earlier.



Label the back of the chosen project with the student's name and M5D6, and place it in the Student Folder.

Sharing Time

Time recommended: flexible

For Sharing Time today, choose to read one of the poems studied, share the Family Needs web, or display and explain the art project completed during Project Time.

Encourage constructive and caring comments by other family members to give your child positive feedback on completed work.

Let's Look Back

Time recommended: 10 minutes

While discussing the day's activities, ask for the child's thoughts on the art today and artwork in general.

What did you like about the activity in Project Time today?

Do you like to try different things in art?

What are you good at in art?

Do you find it easy to think of ideas in art?

Story Time

Time recommended: flexible

Materials

Reading Resources



Enjoy a story with your student. Do you have any favourite stories about homes, food, or clothing? Many children's books deal with these familiar subjects. If you have managed to locate *The Napping House* by Audrey Wood or *Bread and Jam for Frances* by Russell Hoban, it would be a good time to read them.

The videocassette *Dig Hole, Build House* or *3-2-1 Contact: Architecture: Homes* would also extend your student's knowledge of homes. These videocassettes may be available from your local library.



**Today you explored the needs
families have.**

**Tomorrow you will take a closer
look at your home.**

My Home

Today your student will be examining your home, discussing the purpose of the various rooms, and learning about mapping.

Your student will help construct a My Home chart that notes special things about each room of your home. Your student will then go on to complete a My Home booklet and to read it.

An opportunity will be provided to complete the My Family booklet or go ahead with a Journal Writing activity.

The project choice of mapping or making a model of the child's bedroom will help the student learn to make and use a simple map or model.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- My Family booklet from Day 1 (if it was not previously completed)
- *Level A: Modern Curriculum Press Phonics*, pages 213, 215, and 216
- Printing Practice notebook
- Thematic Assignment Booklet 5A – Day 7: My Home booklet

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 7.

Project Time

- globe of the world (optional)
- road map or atlas, preferably showing the town you live in or near

Project Choice 2: Room Model

- a small box, such as a shoe box or cereal box
- tiny boxes (optional)
- dollhouse furniture (optional)
- modelling clay or small blocks (optional)

Let's Look Back

- Thematic Assignment Booklet 5A

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized calendar routine.

Extend your student's understanding of the concepts **before** and **after** in terms of days on the calendar.



Tell something that happened **before** today's date.

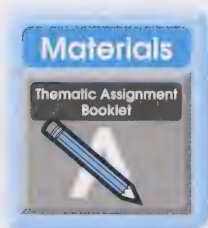
What will happen **after** today's date?

You could also discuss this concept in terms of an important family date.

What happened **before** February 1, the day Grandpa came to visit?

What happened **after** January 10, the day Mom went on a business trip?

Focus for Today



The focus will be on your student's developing **social studies skills**. During discussions, writing activities, and Project Time, observe the child's knowledge, skills, and attitude in regard to the study of the family. By taking a few minutes now to preview the Learning Log questions in Thematic Assignment Booklet 5A, you can be better prepared to evaluate today's learning focus.

Language Arts

Time recommended: 35 minutes

Spelling and Printing

For spelling and printing practice today, the student will write sentences with this module's spelling words. Only the words that the student misspelled on the pre-test need to be practised.

Take out the Printing Practice notebook. Before the student starts, give reminders about

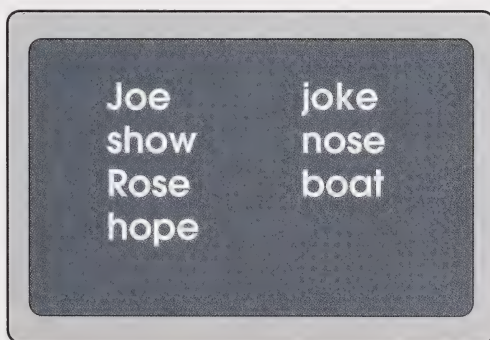
- using correct spacing between words
- using capital letters and end punctuation
- keeping the letters in the correct place on the lines

Have the student write a sentence with each of the words that were incorrectly spelled on the Day 3: Spelling Pre-Test. Ask the student to underline or write the spelling word with a coloured felt marker to focus attention on it. Be sure the word is spelled correctly.

If the student spelled all the words correctly on Day 3 and chose alternative words, these words should be written in sentences.

Phonics

Review any particular phonics skills your student is finding difficult. To help the child practise reading words with the “long o” sound, write the following words on a piece of paper or chalkboard.



Materials

Phonics Book



Ask the student to read each word. Use arrows or underlining, as needed, to give hints in figuring out what the words are. Encourage as much independence as possible.

Turn to page 213 in *Level A: Modern Curriculum Press Phonics*. Help your student read the story “Joe’s Show.” The child should fill in the missing words at the bottom of the page independently.

Label the page with the student’s full name and M5D7.

Materials

Student Folder



The student may now remove pages 215 and 216, cut on the dotted lines, and put the pages in order. Provide necessary support to the student as the story is read, but encourage application of phonics skills previously studied. It is not necessary to send in this booklet.

Music and Movement

Time recommended: 10–15 minutes

Allow your student to take an outside recess break today if weather permits. Ask the student to walk around the house and notice details about the outside of your house and report back to you. You may ask questions like the following before your student goes exploring:

What is the outside of your home made of?

How many windows are there?

How many doors are there?

Are there any other features you can see from the outside of your home, such as chimneys, decks, porches, or steps?



Alternative Activity

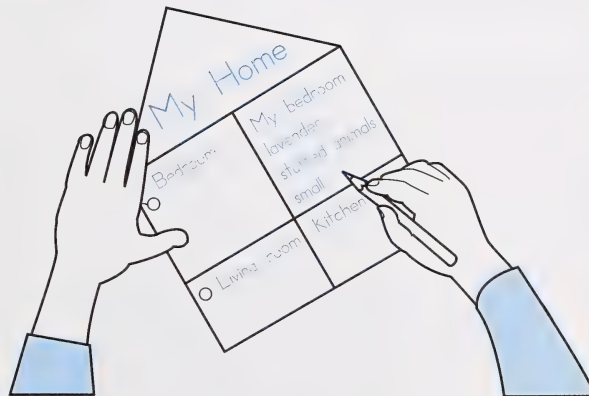
Adjust your schedule, as needed, to fit in swimming lessons or family activities as mentioned in Day 2 of this module.

Language Arts

Time recommended: 60 minutes

Writer's Workshop

Have your student help you cut out a sheet of paper in the shape of your home.



When finished, divide the house into rooms and label each one.

Ask the student to provide words that describe each room and to talk about what special activities happen in each place.

Help the child by asking questions such as the following:

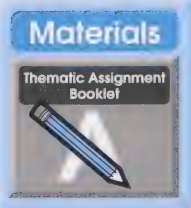
What do we use the kitchen for?

What is the main purpose of the bedroom?

Why do we need a living room in our house?

As you talk, print a few key words for each room. Talk aloud about the writing process as you record the information. For example, "The word **kitchen** begins with the letter **k**."

Encourage the student to help record the information by printing known capital and lowercase letters, words, and punctuation. Once finished, read the information about your home together. Add the title **My Home** at the top.



Open Thematic Assignment Booklet 5A to Day 7: My Home.

Ask the student to cut carefully along the outline of the house.

A template for a house-shaped booklet. The roof is a triangle. The main body is a rectangle divided into two sections. The left section has a door at the bottom with a dashed line for cutting. The right section has a kitchen area. The text 'My Home' is written in the left section. The text 'by _____' is written below 'My Home'. The text 'In the kitchen _____' is written in the right section. The text 'It's _____, oh so _____ in the kitchen.' is written at the bottom of the right section.

My Home

by _____

In the kitchen _____

It's _____,
oh so _____
in the kitchen.

Your student will choose his or her own words to fill in the blanks on the pages of the book.



In the kitchen, my brother is cooking.

It's yummy, oh so yummy in the kitchen.

After the child has chosen an activity that happens in that room, discuss some words that describe what the room is like as that activity happens, again following the pattern from the story. Write the describing words on the bottom blanks in the booklet. Now the student can draw an illustration for the page.

Repeat the process for each page and staple the booklet together. The student can then read it to you.

Materials

Student Folder



If your student requires more time, the activity can be completed during Journal Writing on Day 8. When it is completed, place it in the Student Folder, being sure to note the child's full name and M5D7.

Enrichment (optional)

If your student enjoyed this activity, and would like to write about more rooms in the home, additional pages can be traced and cut. The student can print on the pattern sentences and fill in the missing words.

My Family Booklet

If you have not completed the My Family booklet from Day 1, use this time to do so.

Take the pages from the My Family booklet out of the Student Folder. Lay out the photographs. The page should be read first and then the correct photo found. Encourage the child to do this independently. Always set up a purpose for reading whenever you can! Help your student attach the photographs to the correct pages.



To attach the photos, use rubber cement or photograph corners if you have them. If not, white household glue will work. Glue carefully and leave the pages to dry.

When the pages are dry, you are ready to bind the booklet. Involve the student in arranging the pages in the desired order. If the booklet is not too thick, you may staple it together. If the booklet is thick, make holes with a hole punch and bind it with yarn, ribbon, or string.



**It's time for lunch now.
What's happening in your kitchen?**

Silent Reading

Time recommended: 5–10 minutes

This is the time for both of you to sit down with some favourite reading material. You may wish to extend this reading time a few minutes when your child is concentrating on a story.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 7.

Project Time

Time recommended: 50 minutes

Today you will introduce your student to geography and maps. The student will have a chance to make a model or map of a favourite room.

If you have a globe, bring it out to show the student. Tell the student that it represents the whole world, but that it is a very small picture of a very large world.



Discuss the fact that the blue on a globe indicates water and the coloured areas represent land. Ask the student to point to some water and land areas. Show the student the approximate place where you live on the globe.

Next, display a flat map. A road map or map from an atlas will be fine. Again explain that it is a small picture of a very large area. Locate water and land areas. If possible, locate the town you live in or live near.



Examine the symbol key on the map. Explain some of the simpler symbols—perhaps the dots for towns and cities, the airplane for airports, or whatever is of interest to your student. Answer any questions the student has about maps and globes.

Project Choice 1: Room Map

Explain that maps can show large areas or small areas. The student will make a map of a room in his or her home.

Directions

1. Ask the student to choose a room of the home to show on a map.
2. On a blank piece of paper, draw a general outline of the room for your child. It does not have to be exact, but try to get the general proportions.
3. The student may write a title for the map to tell what room it is.
4. Examine the room for furniture or built-in features. Only note a few main pieces so that it is not overwhelming.

5. Decide on a symbol for each of the main things you want to show on the map. Draw the symbol on a separate piece of blank paper for the child. It should not be an elaborate representation. If, for example, you are doing the child's bedroom, you could use symbols like these:

bed



shelf



dresser



chair



6. Have the student cut out the symbols and glue them in the correct place on the outline of the room. See the Teaching Tip at the end of Project Time for information on the importance of this activity and other related activities.



If the student would like to submit the map to the teacher, label it with the student's full name and M5D7, and place it in the Student Folder.

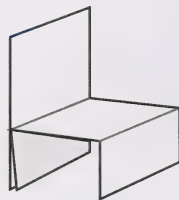
Project Choice 2: Room Model

For this project choice, mention that models can also show a large area or a small area. A room might be considered a small area compared to a city, for instance.

Directions

1. Find a small cardboard box with an open top—a shoe box is best. A cereal box with the top taped shut and one of the wide sides cut off will also work.

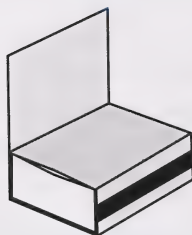
2. Study and list the main furniture and features of the chosen room. Make cardboard models of the main furniture by cutting and folding Manila paper and/or using tiny boxes, such as matchboxes. Keep the shapes simple.



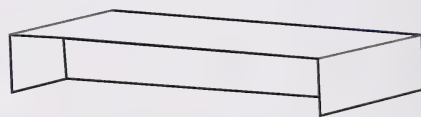
chair



table

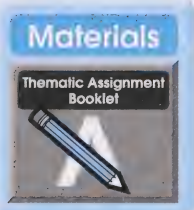


sofa



bed

Have the student put the furniture models into the correct position. Windows, doors, and fireplaces may be drawn directly onto the walls.



Although submission of this assignment is not required, the child might like to take a photograph or draw a sketch of the room to send to the teacher. On the other hand, the student might orally dictate a description to you that could be included under Student's Thoughts in today's Learning Log.

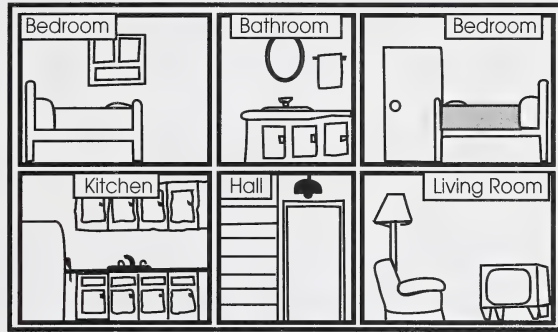
Alternative Activity

Dollhouse furniture, modelling clay, or small wooden blocks may be used in Project Choice 2 in place of making the furniture. In this case, the student may want to make models of more than one room. Small dolls or action figures may become the family members in these rooms.



Enrichment (optional)

This assignment can be expanded to the preparation of a model house, such as the one below

**Activities**

Teaching Tip



Dollhouse play is a valuable activity for your child. The student learns about rooms in a house and the purposes of the rooms. This activity also gives the child a chance to practise family roles and to role-play scenarios including routine events, special times, and even conflicts.

Elaborate dollhouses and furniture are not necessary. A few small figures, some boxes, and some wooden blocks or interlocking plastic blocks can become almost anything in a child's imagination.



Other role-playing toys, like model farms, castles, and action sets, extend language development, role-play, mathematical sense, observation of art forms, and spatial relationships.

Sharing Time

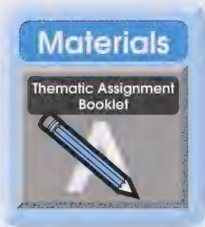
Time recommended: flexible

Your student may like to share the My Home booklet if it is completed or the My Family photo booklet. The map or model of a room could also be displayed and discussed.

Perhaps your student would like to explain personal discoveries about maps. Other family members may have map experiences to share as well.

Let's Look Back

Time recommended: 10 minutes



Turn to Thematic Assignment Booklet 5A. Before completing Day 7: Learning Log, discuss with the child, in general terms, how the day went. The following questions could assist you in your discussion.

Under Student's Thoughts, record your student's thoughts about today's project.

Did you like learning about maps today?

Do you remember what the blue on a map stands for?

What did you like best about Project Time?

Did you have any problems doing the project?

If you had a problem, how did you solve it?

Was it easy or hard for you to arrange the furniture in your project?

Story Time

Time recommended: flexible

Enjoy reading with the child sometime today. Besides being an enjoyable experience, good literature helps a child **internalize** or develop a feeling for how words and language can be put together. This activity helps in speaking, reading, and writing skills.



Now you have finished Day 7.

**On Day 8 we will be talking about
your extended family.**

My Larger Family

Today's activities will further develop the concept of families to include family members who are related to you but may or may not live with you. This includes grandparents, aunts, uncles, and cousins.

Your student will be adding some family words to the *Collections Writing Dictionary*, reading a story about visiting grandparents, and writing a letter or card to a family member.



By making a family tree during Project Time, you will further develop your student's understanding of the larger family.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 217 and 218
- Printing Practice notebook
- “Grandmas and Grandpas” from *Fathers, Mothers, Sisters, Brothers*

Music and Movement

- “Four Hugs a Day” from the audiocassette *10 Carrot Diamond*
- “Four Hugs a Day” from the videocassette *10 Crunchy Carrots* (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 8.

Project Time

- maps of places where relatives live

Project Choice 1: Tree Branch Family Tree

- small forked tree branch
- can or plastic container with sand, rocks, or dirt in it
- tape or string

Project Choice 2: My Family Tree Drawing

- poster paper or chart-sized paper
- photos of extended family members (optional)

Let's Look Back

- Thematic Assignment Booklet 5A – Day 8: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with Calendar Time activities. You could continue to work on the concept of **before** and **after** again today.

What date came **before** today?

What date will come **after** today?

Activities

Home Instructor's Script



What was the name of the month **before** this month?

What is the name of the month that will come **after** this month?

Focus for Today

Materials

Thematic Assignment Booklet



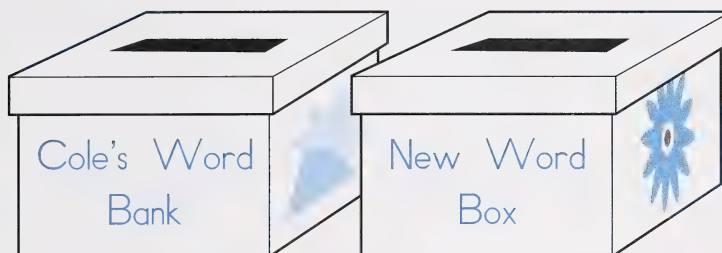
As you work through the activities today, you will observe your student's **developing independence**.

Take a few minutes to preview the Learning Log questions in Thematic Assignment Booklet 5A.

Language Arts

Time recommended: 35 minutes

Word Study



Write the high-frequency words **has** and **more** on coloured index cards. The student may also choose one theme-related or special-interest word. Write it on a white index card.

If the child can read the words instantly, put the cards into the New Word Box. Check them sometime during the day and transfer any words that the student has mastered into the personal word bank. If the words are not recognized immediately by sight, help the student decode them using the strategies outlined below:

- Sound out the word **has**. Point out that the letter **s** at the end of this word makes the “z-z-z” sound.
- Discuss the beginning sound in **more**. Then explain that the **or** goes together to make one sound and it is sometimes called the “bossy r” sound because you hear the **r** more than the **o**. Underline the **or** combination in the word and refer to the Key Words and Actions Guide.
- The **e** is silent in this word, but it does not make the **o** say its name.

more

Materials

Home Instructor's Manual



Use additional activities from the Word-Study Teaching Notes in the Appendix of the Home Instructor's Manual.

Phonics

Today you will introduce the “long e” sound, as in the key word **Pete**. Tell the student that he or she will learn about the long vowel sound of the letter **e**, where the **e** says its own name.

Say the following words and ask your student to make a thumbs-up sign when the letter **e** says its name in the word.

bee	seat
her	pet
feet	heel
let	me



Practise some rhyming words for the “long e” sound by saying the following words. Ask your student to think of a rhyming word for each one.

beet	cream
tree	read
bean	peek

Materials

Phonics Book



Turn to page 217 in *Level A: Modern Curriculum Press Phonics*. Read aloud the poem at the top of the page. Ask your student to give the thumbs-up sign for each word with the “long e” sound. Explain the directions and clarify any unfamiliar pictures. Then assign pages 217 and 218 to be done independently.

Materials

Student Folder



Observe the student’s independence during this activity. Mark the pages and have the student make the necessary corrections. Re-mark in a different colour of pen. Have the student label the pages to be placed in the Student Folder with his or her full name and M5D8.

Printing

To practise printing skills, ask the student to take out the Printing Practice notebook. Write the words **tree**, **bee**, **see**, **me**, **she**, and **he** on a piece of paper and have the student print each word two times on the lines in the notebook.

Materials

Home Instructor's Manual



As needed, review the formation of the letter **e**, as shown on the Printing Chart from the Appendix of the Home Instructor’s Manual.

Music and Movement

Time recommended: 10–15 minutes

Materials

Audiocassette



Find the song “Four Hugs a Day” on the audiocassette *10 Carrot Diamond* by Charlotte Diamond. This song is also on the videocassette *10 Crunchy Carrots*. Before playing the song, discuss the meaning of **minimum** and **maximum**, explaining that minimum is the least you need and maximum is the most you need.

Talk about the title of the song and discuss how many hugs you give out every day. Listen carefully to the song. Then rewind the tape. Ask the student questions such as the following:

What did Charlotte Diamond mean when she said “Four hugs a day, that’s the minimum”?

Whom did she say you should hug?

Do you agree with her?

Why do you think hugs are important?

Is love a **need** or a **want**?

Ask the student to listen to the song again. At the very beginning of the song, you will hear fingers snapping. See if the child can figure out what the sound is. Does your student know how to snap his or her fingers? Also ask the student to listen for the instruments in the selection and name them, if possible.

Play the song one more time and do some actions with the song. Here are a few suggestions. Together come up with other ideas.

- Snap fingers or clap with the opening music.

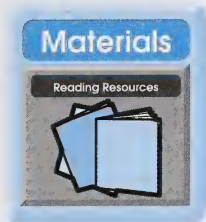


- Make the number 4 by holding up two fingers on each hand. On the word **minimum**, bring the hands together almost as if you are going to clap them. On the word **maximum**, move the arms wide apart.
- Act out the second verse with a partner.
- When counting hugs at the end of the song, hold up a finger for each number.

Language Arts

Time recommended: 60 minutes

Reading



Turn to the Contents at the back of the book *Fathers, Mother, Sisters, Brothers*, and help your student locate the poem “Grandmas and Grandpas.”

Discuss and help the child make predictions about the story by asking questions such as the following:

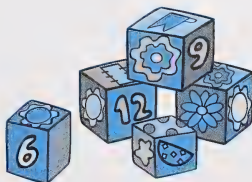
What is the boy doing in the **top** picture on page 8?

Who do you think the woman making the cake is? Why do you think so?

Do you like to watch someone make a cake? Why or why not?

What is the boy doing in the **bottom** picture on page 8?

Who do you think the woman playing blocks with him is?



Do the boy and the woman look like they are interested in what they are doing? How can you tell?

What can you tell me about the **top** picture on page 9?

Who is the man **beside** the boy? Why do you think so?

What can you tell me about the **bottom** picture on page 9?

Who is the man? Why do you think so?

Read the poem with expression, especially emphasizing the rhyming words. Encourage the student to read along with you.

Discuss how close the student's predictions were to the poem.

Continue by asking the following questions:

Why does the boy in the poem have two grandmas and grandpas?

Do you have grandmas and grandpas or someone who is like a grandma or grandpa?

What special things do you do with them?



The grandparents in the poem are very different from each other.

Why do you think they are different?

Are your grandparents different from one another?

How are they different?

How are they the same?

Are you different from other children?

How are you the same? How are you different?

Depending on your student's reading level, have the child read some or all of the poem to you. Observe reading-independence skills. Does the student attempt to figure out unfamiliar words? What strategies are used? If more support is needed, read the story in unison.



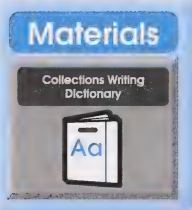
Journal Writing

Your student may need this morning's writing session to complete the My Home booklet from Day 7: Writer's Workshop. If this is not the case, proceed with this assignment.

A student who has completed the booklet may continue with today's Journal Writing. Begin discussion of the student's family with the following script:

The people who live with us are called our family, but sometimes we have a bigger family, too.

Can you think of someone who is part of our family but doesn't live with us?

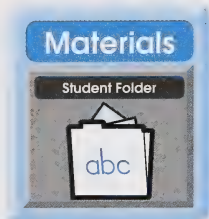


Take out the *Collections Writing Dictionary*. As you and your student think of other family members who do not live with the student—grandmother, grandfather, aunt, uncle, cousins—help the child add them to the correct page in the *Collections Writing Dictionary* if they are not already included.

Can you think of a time when you got together with some of your bigger family?



Take time to recall and discuss a few of these special occasions. Ask the child to write and draw about a family gathering on a journal page. Encourage the use of the *Collections Writing Dictionary*, Family Words chart, or word cards to foster independence in spelling words.



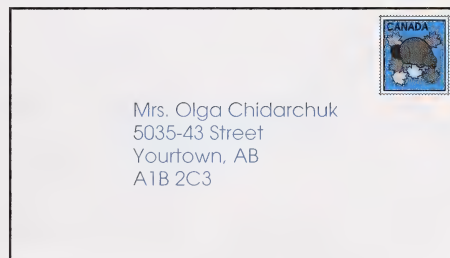
Observe your student's independence as this task is done. When the writing is complete, have it read to you and allow any corrections your student wishes to make. Have the student label the page with his or her name and M5D8, and then place it in the Student Folder.

Enrichment (optional)

Your student could choose a family member to send a letter, card, or e-mail to.

Explore the fact that although some extended family members may not live nearby, you try to keep in touch with them. Ask the student to think of the ways to communicate with them, such as

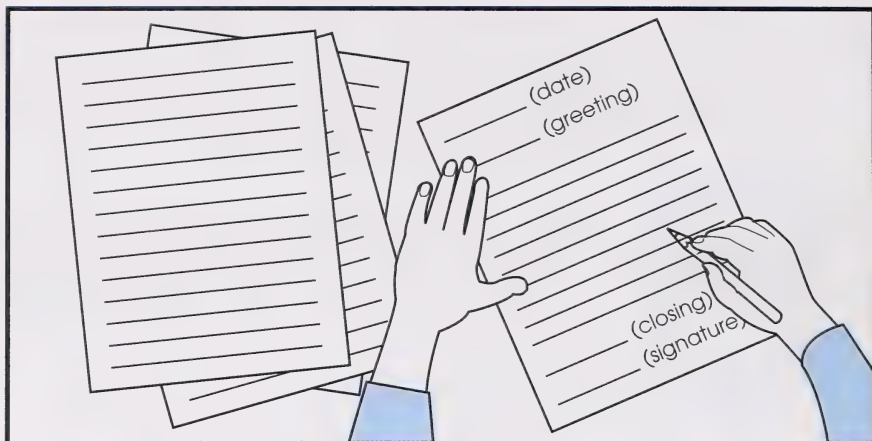
- letters
- phone calls
- visits
- cards
- e-mail



Ask the child to choose someone special from the “larger family” to whom she or he would like to write. Now the student must choose the form of communication: a letter, a card, or an e-mail.

Letter

If a letter was chosen, take out a blank sheet of paper. Set the page up with a blank form of a letter by placing lines for the student to fill in. Use the following diagram as a guide. Demonstrate how and where to write the date at the top, the greeting, and the body of the letter. Encourage the student to write about current activities and family news in the letter. Asking questions is also a good idea. Ask the special person to write back.



When the body of the letter is finished, show the student how to write a closing for the letter. Put it in an envelope and help the student address it. How soon can you mail it?

Card

A card to a relative could be for a special occasion or it could be just to say, "I'm thinking of you." Fold unlined paper to make a card. Help the student decide what type of greeting to write on the outside and then draw and colour an illustration to go with it. On the inside, the student can write any additional thoughts; add drawings, stickers, or cut-out decorations; and sign it. Help the student with the envelope for mailing.

E-mail

If both you and your chosen relative have Internet access, e-mail is an option for you. Show your student how to open the window for e-mail and proceed to write. Follow the same procedure as you would to write a letter. If necessary, help the student write the first few sentences and then dictate the rest as you do the keyboarding. Send the e-mail to the special person and wait for a reply.



Alternative Activity

If you do not have a family member that your student would like to write to, think of a special family friend who could be contacted.

Your student may also enjoy looking on a map to see where the letter, card, or e-mail will go. As you check the map, discuss relative distances by locating familiar towns or places.

Is it farther than _____?

Is it nearer than _____?

Is it closer than _____?

**It's time for lunch now.
What do you eat at your
grandparents' home?**

Silent Reading

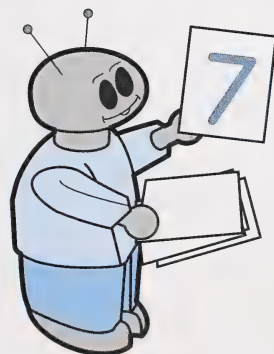
Time recommended: 5–10 minutes

It is time for both you and the child to enjoy reading your choice of stories, poems, or magazines. Encourage your student to make comments on the material read today. Share your thoughts about the selection you read as well.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 8.



Project Time

Time recommended: 50 minutes

In Project Time today, the student will have a choice between using a real tree branch to make a family tree or drawing and labelling a family tree on a large piece of paper.

To help the child understand how families are related, discuss grandparents, aunts, uncles, and cousins. The family trees can be as elaborate as you choose, but show at least three generations if possible: the child, the parents, and the grandparents.

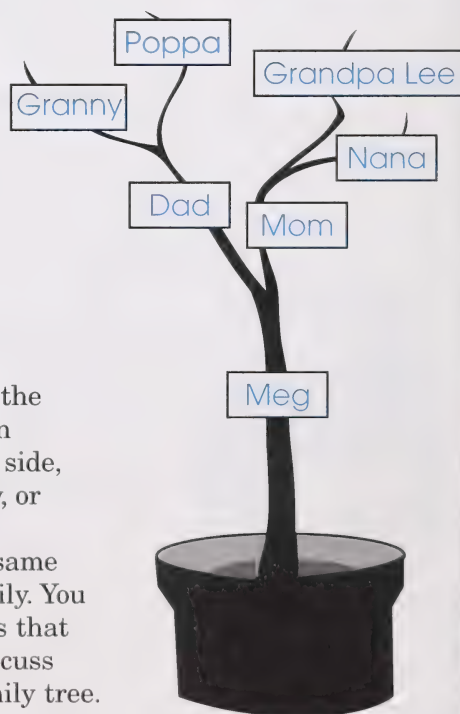
After the project is finished, you will use a map to find some of the places where family members live.

Project Choice 1: Tree Branch Family Tree

Find a branch that will be suitable for a family tree, one with a main part for the trunk that is then divided into two other main branches. Place the branch in a container filled with sand, rocks, or dirt so that it stands securely.

Cut several small slips of paper. Ask the child to print his or her name, the parents' names, and the grandparents' names on slips of paper. Use the name that your student uses to refer to that person, for example, Nana, Poppa Joe, Grandpa Lee, and so on.

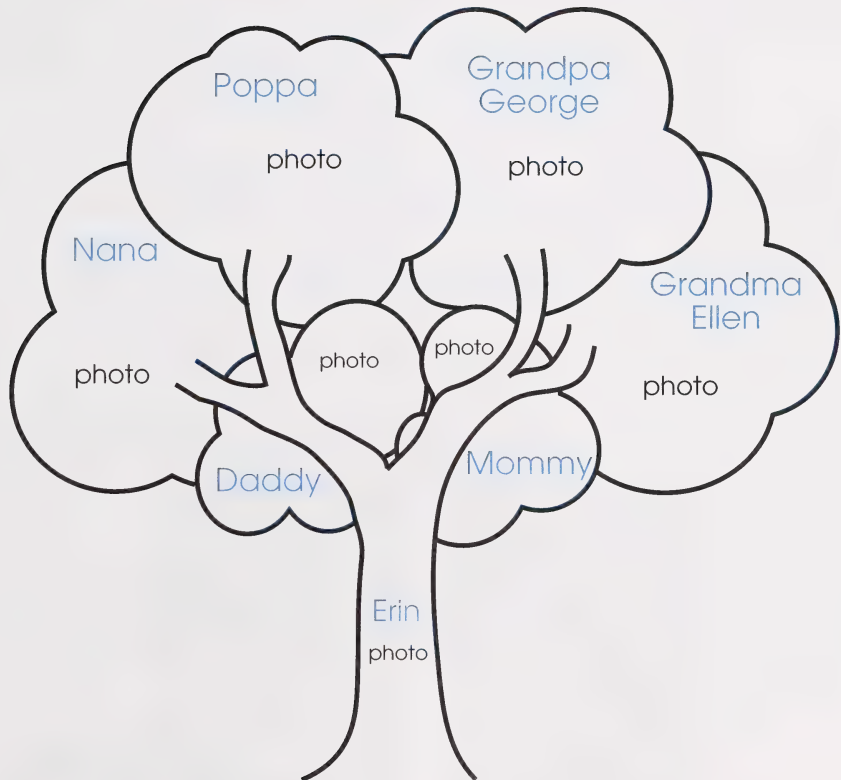
Tape or tie the slips of paper to the tree. The student's name goes on the main trunk. On the father's side, attach the slip with Dad, Daddy, or Father, then the names of the paternal grandparents. Do the same on the maternal side of the family. You could add other family members that are meaningful to the child. Discuss where they would fit on the family tree.



Project Choice 2: My Family Tree Drawing

On a large sheet of paper, help your child draw a tree with one main trunk dividing into two main branches, and each of these branches dividing into two more branches. Write a title.

My Family Tree



Explain how family trees work and help the student print Father or whatever name the student calls his or her father on one side, then the paternal grandparents above that. Repeat with the mother's side and the maternal grandparents on the other side of the tree. Other family members may also be added if they are meaningful to the student. Small cut-out photographs or drawings may be added if you wish. Discuss where siblings, aunts, uncles, and cousins would fit on the family tree.

The tree may be coloured and displayed.

Map Work

After the student has completed the chosen project, bring out a road map or atlas that can be used to show where some of the other family members, such as grandparents or aunts and uncles, live. Discuss who lives farthest away and who lives closest. Recalling how long it takes to drive the distance, if you have visited there, helps the child put the map size into perspective.

Remember when we drove to Grandpa's in Vancouver?

It took us two days. See how far that looks on the map!

Sharing Time

Time recommended: flexible

For Sharing Time, ask the student to show and explain the family tree made during Project Time. Encourage other family members to talk about their knowledge of the family and consider making a family tree of their own.

Another suggestion would be to have the student read the booklet that may have been completed today or talk about a special family gathering with other members of the family.



The student could also tell about the letter, card, or e-mail that might have been completed today. Maybe someone else in the family would like to keep in touch with a special relative!

Let's Look Back

Time recommended: 10 minutes

As you talk about the day's activities, ask some of the following questions to learn more about your student's growth in independence:

When you are writing and you don't know how to spell a word, what do you do?

Which do you like best, reading or writing? Why?

Why do you think reading and writing are important?



Reading



Writing

Do you find it easy to make choices for projects or writing activities?

Do you like to have a choice of activities?

Were you able to solve any problems in your school work without asking for help?

Day 8 • My Larger Family

Materials

Thematic Assignment
Booklet



When you are ready, record your observations in the Day 8: Learning Log in Thematic Assignment Booklet 5A. Include your student's comments on why reading and writing are important.

Story Time

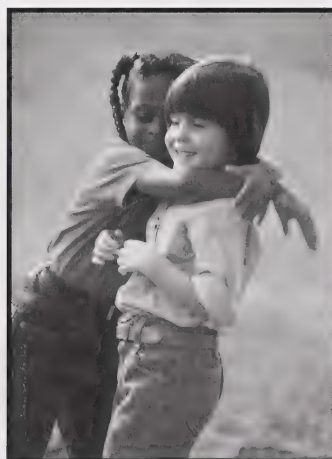
Time recommended: flexible

Take time during the day or evening to enjoy a story with the child. You will find many excellent books about families listed in Additional Resources at the front of this module. *A Book of Hugs* by Dave Ross is a humorous story you might like to share.

Perhaps you have a story from your childhood that you'd like to share. Children love to hear stories about when their parents and grandparents were young. Oral stories are also appropriate for Story Time.

Materials

Reading Resources



**Did you manage to give
away four hugs today?**

**Tomorrow you will be learning
about all kinds of families.**

All Kinds of Families

Today your student will discover how families are similar and different from one another. Research will be the main project focus today. The child will gather information for a report that will be written on Day 10. Consequently, Writer's Workshop has been included with Project Time, and Math Time will come after Reading.



In Music and Movement, your student will revisit the audiocassette *The Orchestra* to learn more about the four main instrument families in classical music.

Remember to send in collected items from the Student Folder when requested. Include the checklist as well as Thematic Assignment Booklet 5A and the other assignments listed. Afternoon activities can be shortened to allow time for the preparation of send-in materials.

What You Need Today

General Supplies

- box containing required materials
- videocassette recorder (optional)
- CD player (optional)

Calendar Time

- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 219 and 220
- *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman

Music and Movement

- *The Orchestra* (audiocassette)
- *The Orchestra* (optional book)
- *The Orchestra* (optional videocassette)
- *Orchestranimals* (optional book and videocassette)
- *Classics for Children* (optional compact disc)
- audiocassette recorder

Silent Reading

- books, magazines, or other favourite material

Math Time

- See Mathematics Module 5, Day 9.

Project Time

Family Research

- Thematic Assignment Booklet 5A
– Day 9: Research Chart
- your choice of resources from the research chart

Let's Look Back

- Thematic Assignment Booklet 5A
– Day 9: Learning Log
– Day 9: Writing Self-Evaluation
– Student Folder Items

Story Time

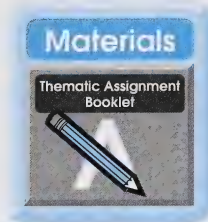
- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized calendar routine.



Focus for Today

You will be asked to comment on your student's attitude, work habits, and effort in the Learning Log found in Thematic Assignment Booklet 5A.

Language Arts

Time recommended: 35 minutes

Word Study

Write the high-frequency words **into** and **over** on coloured index cards. Show the cards to the student. If they are recognized by sight, have the student select two new words from the theme to study. If the words are not recognized immediately, analyse the word structure using the following strategies:

- Show the child that the word **into** is made from two little words that were previously introduced—**in** from Module 2 and **to** from Module 4. Use curved lines to indicate the two parts or syllables of the word.

into

- When looking at the word **over** draw your student's attention to the letter **o**. The letter **o** has a long vowel sound in this word. Also mention that the **er** is a vowel combination that includes the "bossy r." It makes the sound heard in the word **serve**. See the Key Words and Actions Guide.

- Underline the **er** vowel combination. Use curved lines again to indicate the syllables of the word as shown below.

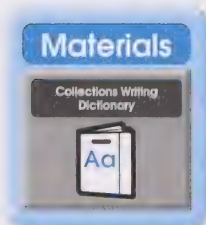
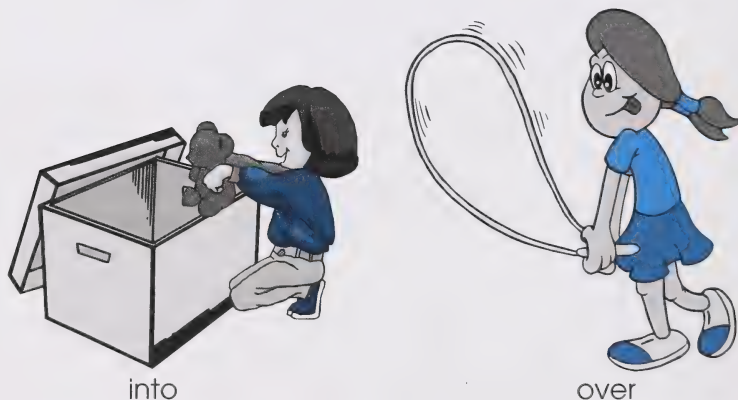
over

Note: Your student may understand the term **beat** rather than the word **syllable**. The beat of each word can be clapped.

in — to (2 claps)

o — ver (2 claps)

If you feel your student needs more practice recognizing these words, play a game with the index cards. When you show the word **over**, the child must jump over an object; when you show the word **into**, the child goes into something or puts a toy **into** something.



When you have finished practising the new words, place them into the New Word Box and rehearse them later in the day.

Have your student add any new words to the *Collections Writing Dictionary*.

Phonics

You will introduce the vowel combinations that commonly make the “long e” sound today. You will need a sheet of paper or a chalkboard to make charts.





Explain to your student that there are three main letter combinations that make the “long e” sound:

- letter **e** words that end in **silent e**, such as **Pete**
- words with the **squiggly ee**, such as **see**
- words in which the **ea** letter combination says the “long e” sound, such as **eat**

Remind your student of the rhyme learned earlier about double vowels:

When two vowels go walking,
The first one does the talking
And it usually says its name.
The second one says nothing at all.

Introduce the key words and actions for **ee** and the “long” vowel sound of **ea** as shown below:

ee	squiggly ee 	Pull your lips back and make an exaggerated “ee-ee” sound.	
ea (“long e” sound)	eat 	Move your right hand toward your mouth a few times as though you were putting food into your mouth.	

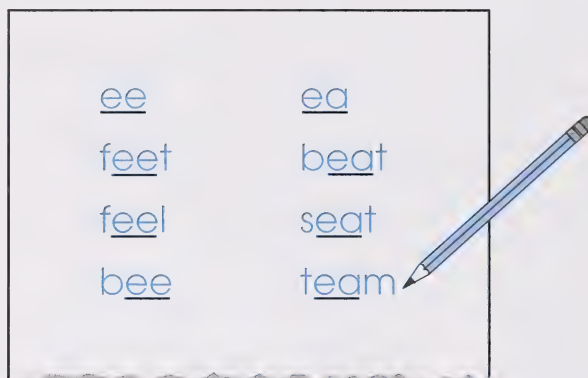
Materials

Phonics Book



At the top of a loose-leaf paper or on a chalkboard, write the two vowel combinations. Ask your student to think of some words with the “long e” sound and put them in the correct column on the chart. If your student has trouble thinking of words with that sound, refer to pages 217 and 218 in *Level A: Modern Curriculum Press Phonics* for ideas.

Underline the vowel combination in the word or write it in a different coloured marker.



Materials

Phonics Book



When you have finished writing words with the vowel combinations, ask your student to read them to you. Keep this chart handy as you will be referring to it on Day 10.

Materials

Student Folder



Turn to page 219 in *Level A: Modern Curriculum Press Phonics*. Read the directions for page 219 and 220 and ask the student to complete the two pages. When the pages are finished, label them with the student’s name and M5D9, and then place them in the Student Folder.

Printing

Ask the student to choose words with the “long e” sound from page 219 or 220 in the phonics book. Write each word two times in the Printing Practice notebook.

Materials

Home Instructor’s Manual

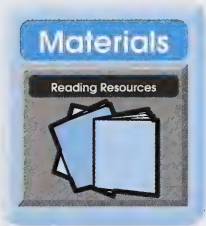


Refer to the Points for Printers Chart from the Appendix of the Home Instructor’s Manual for any reminders your student needs.

Music and Movement

Time recommended: 10–15 minutes

For the next few days, musical instrument “families” will be discussed. During Module 1 (Days 15 and 16), your student explored musical instruments and some elements of music. These concepts will be revisited with additional time to explore and listen to the specific instruments in each of the four families.



You may wish to use the book *The Orchestra* by Mark Rubin and Alan Daniel or the video, *The Orchestra*, read by Peter Ustinov, in conjunction with this series of lessons. Viewing a picture of the instrument as it is played helps the child connect the sound to the image of the instrument. The video does this very well.

If you do not have access to the video or book, use the pictures of the instruments on the following pages to help your student visualize each instrument.

To introduce the child to the concepts, read the following dialogue:

Did you know that musical instruments have families, too?

When instruments are in an orchestra, they are divided into four main sections called the **string**, the **woodwind**, the **brass**, and the **percussion** families.



violin
The String Family



clarinet
The Woodwind Family



trumpet
The Brass Family



drum
The Percussion Family

Why do you think the instruments were grouped that way?



Take out the audiocassette *The Orchestra*. Listen to the part titled “The Composer” to review what the child has learned about the elements of music. Pay special attention to the end of that selection where Peter Ustinov discusses instrument families.

Call your student’s attention to the sounds made by the different instrument groups as they are introduced. You may need to rewind to the part where Ustinov reads “There are four main groups . . .”

Discuss how the sounds of the instrument groups are similar and different.

Stop the tape where Peter Ustinov starts to read about the string family. Do not rewind the tape back to the beginning, as you will be listening to the subsequent parts over the next few days, beginning with “The String Family” tomorrow.



If you have access to Internet, go to the address www.datadragon.com/education/ for an excellent presentation of musical instrument families. It shows the instruments, their names, and a short example of the sounds the instrument makes. Try searching using the key words *musical instrument families* for further sources.

The book and audiocassette *Orchestranimals* by Vlasta Van Kampen also give an excellent introduction to orchestra families. You will find the book listed in Additional Resources at the beginning of this module.

Alternative Activity

According to your student's interest and the available time, the study of instruments can be expanded or shortened. To extend the study, listen to more selections on the CD *Classics for Children*.

Language Arts

Time recommended: 60 minutes

Reading

Today the child will be reading a selection of poems about different kinds of families.

Take out the book called *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman.

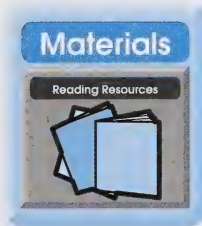
Choose two, three, or even four of the poems listed below. Since some of the vocabulary may be beyond the student's reading level, you will read the poetry to your student.

- "When Annie Was Adopted," page 21
- "Half-Whole Step," page 21
- "My Father," page 22
- "An Only Child," pages 16 to 17

Insights in social studies will be the focus of your readings. Listening to and comprehending the meaning of the poems, however, will also foster emotional development and growth in language arts skills.

After reading each poem, ask your student to tell you what the poem was about. Upon completion of your reading of all chosen poems, compare the content of the poems and the feelings each poem evoked. Use questions like the following:

What are some of the different families in the poems?



How did each of the poems make you feel?

Which poem was your favourite? Why?

Read the poems again and invite the child to join in as he or she is able. If the child would prefer to just listen again, that is fine.

It's time to take a lunch break now.

Silent Reading

Time recommended: 5–10 minutes

Both you and your child can use this time to enjoy a book, poem, magazine, or other reading material.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 9.

Project Time

Discuss the following statements and questions with your student:

You have been talking about your family for several days.

Now you are going to think about other families.

Can you think of a family that is the same as yours?

How is it the same?

Can you think of a family that is different from yours?

How is it different?



Encourage the student to think of some families that may be different from your family. The differences could be in size, in membership, in the number of parents, or in other ways.



While the focus of today's topic is on varying family structures and membership, rather than on race, this difference may be noticed by young children. If this comes up in your discussions today, or throughout the module, acknowledge the differences and point out similarities as well.

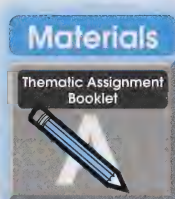
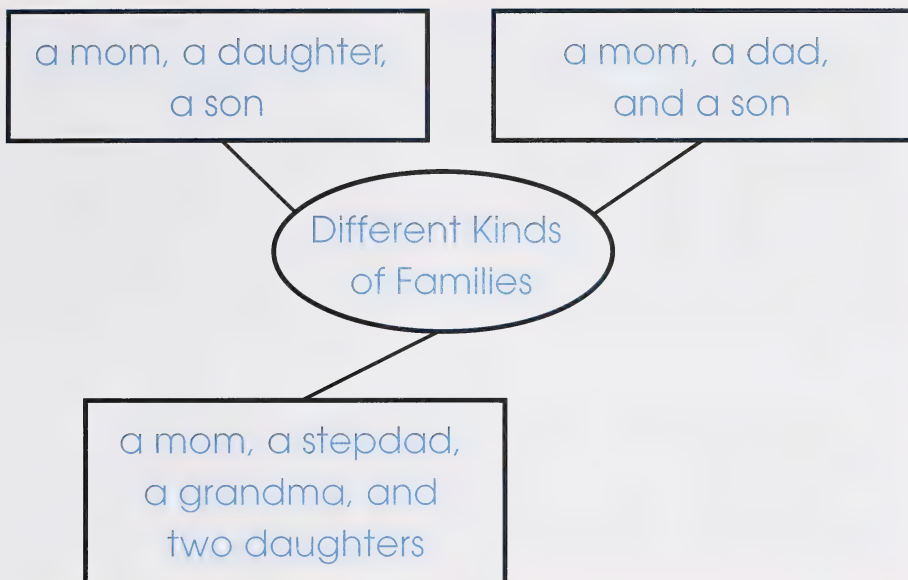
A main goal of this topic is to build acceptance of a variety of family structures, backgrounds, and cultural or ethnic differences. This learning will be extended later in the year when studying other Canadian families in Module 9: A Community of People.

Family Research Project

Today's research assignment is to list different kinds of families. You will proceed with the following steps:

- Prepare a web with the title **Different Kinds of Families** on which you will list the variety of family configurations you discussed.
- Read the research chart in Assignment Booklet 5A.
- Decide what type of research you will do.
- Locate a particular research source.
- Plan what you will do for further research.
- Begin to brainstorm for different kinds of families. Write down your ideas, such as "a mom and two children" or "a mom, a dad, and one son."

Note: The student may be inclined to refer to a family in more specific terms, such as *single-parent family* or *two-parent family*.



In Thematic Assignment Booklet 5A, locate Day 9: Research Chart. Read, discuss, and decide upon what types of research you will do. Which one of these methods would be possible right now? Do you have books in your home, for example, that would help you get started?

A second avenue of research can be done later in the day or can be left until Day 10.

You will need to gather the necessary resources, gather information on the Internet, travel to your local library, or talk to a local expert you want to interview. If you can locate the videocassette *Families Are Different and Alike*, as listed in the Additional Resources, you could review it for more information on this topic.

Activities



When doing research, review the difference between fiction and non-fiction resources. Fiction books are “make-believe” or “made up” stories. Non-fiction books try to represent facts.

Many fiction books, and even poetry books, are about relevant themes and can be used in research. Several storybooks from the Additional Resources listed near the beginning of Module 5 are fiction books that tell about

diverse kinds of families. They offer insight into families and can be used for ideas.

Non-fiction will usually provide a variety of information in a more concise and straightforward manner, often using photographs, diagrams, or models. While it is sometimes easier to use non-fiction resources for research, they are not always available at your student’s reading level.

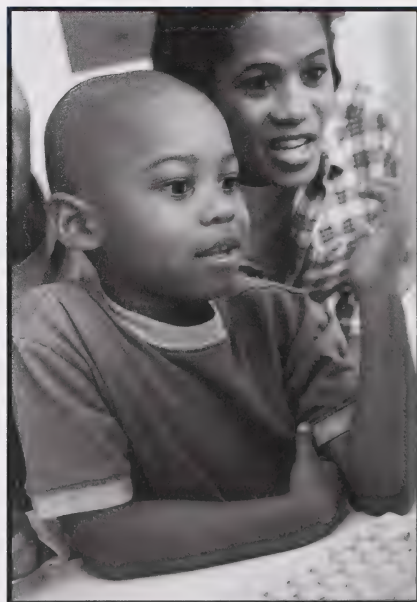
As you learn about all kinds of families from your sources, have the child write the information on a web. The web will be used to write a report during Writer’s Workshop tomorrow.

Activities



If you have a computer and choose to search the Internet, you may want to try the following website:

**yahooligans.com/
Around_the_World/
Personal_Home_Pages/
Families**



This website lists web pages for families around the world. If your family is interested in computers, you may want to help your student design a personal web page for your family.

Yahooligans.com is a website with information and links for children. You may be able to find other pertinent information there.

Sharing Time

Time recommended: flexible

If your student has chosen to ask a parent or older sibling for information about families, it could be done now. Be sure the child writes the information on the web.

The student may want to share one of the poems read earlier today.

Let's Look Back

Time recommended: 10 minutes

A good way to remember some of the past nine days' activities is to sort through the Student Folder together.

Today in the Assignment Booklet, your student will take the time to reflect about her or his writing activities in this module.

Prepare your student for this writing self-evaluation by asking some of the following questions:

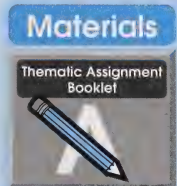
Which pages are your favourites?

Tell me why these pages are your favourites.

Is there something special about this page you want the teacher to notice?

Do you think your writing is getting better?

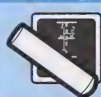
How is your writing improving?



After discussing these questions, turn to Thematic Assignment Booklet 5A, Day 9: Writing Self-Evaluation. Read the items to your student and record the responses.

Activities

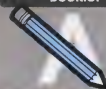
Teaching Tip



Discuss new skills and concepts the child has learned during this module as well.

Materials

Thematic Assignment Booklet



Complete the Day 9: Learning Log from Thematic Assignment Booklet 5A. Use the Student Folder Items checklist to be sure you have included all the assignments. Check that all items are clearly labelled.

Story Time

Time recommended: flexible

You may choose to read some stories about different kinds of families. Perhaps your child would like to choose a book from this module to read to you or to a younger sibling tonight.

Tomorrow you will finish your research project.

Have you enjoyed finding out about families?

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